



# 2020-2021 BRYN MAWR COLLEGE UNDERGRADUATE CATALOG

## EQUALITY OF OPPORTUNITY

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

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

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

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



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## 2020-21 ACADEMIC CALENDARS

### 2020 First Semester

August 31	Classes begin
September 7	Labor Day (no classes)
October 9	Fall break begins after last class
October 19	Classes resume (8 a.m.)
November 25	Thanksgiving break begins after last class
November 30	Classes resume (8 a.m.)
December 10	Last day of classes
December 11-12	Review period
December 13-18	Examination period

### 2021 Second Semester

January 18	Martin Luther King Day
January 19	Classes begin
March 5	Spring break begins after last class
March 15	Classes resume (8 a.m.)
April 30	Last day of classes
May 1-2	Review period
May 3-14	Examination Period for seniors (ends at 5 p.m. on May 11)
May 15	Commencement

### 2021 First Semester

September 6	Labor Day (no classes)
August 30	Classes begin
October 8	Fall break begins after last class
October 18	Classes resume (8 a.m.)
November 24	Thanksgiving break begins after last class
November 29	Classes resume (8 a.m.)
December 9	Last day of classes
December 10-11	Review period
December 12-17	Examination period

### 2022 Second Semester

January 17	Martin Luther King Day
January 18	Classes begin
March 4	Spring break begins after last class
March 14	Classes resume (8 a.m.)
April 29	Last day of classes
April 30-May 1	Review period
May 2-13	Examination Period for seniors (ends at 5 p.m. on May 7)
May 14	Commencement

## CONTACT AND WEBSITE INFORMATION

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

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

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

## ABOUT BRYN MAWR COLLEGE

### The Mission of Bryn Mawr College

Bryn Mawr College educates students to the highest standard of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. A world-class faculty of teacher-scholars, a talented staff, and a tight-knit student body cultivate intellectual curiosity, independence, personal integrity, and resilience in a community of passionate, joyful learners.

As a residential women's college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in post-baccalaureate premedical

training, Bryn Mawr is committed to women's education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.

Equity and inclusion serve as the engine for excellence and innovation. A commitment to racial justice and to equity across all aspects of diversity propels our students, faculty, and staff to reflect upon and work to build fair, open and welcoming institutional structures, values, and culture.

Emerging from their Bryn Mawr experience equipped with powerful tools and with a deeper understanding of the world and each other, our graduates define success on their own terms and lift up others as they make a meaningful difference in the world.

### A Brief History of Bryn Mawr College

Established in 1885, Bryn Mawr was founded to offer a more rigorous education than any then available to women. Like many projects of late 19th century Progressive thinkers, this bold vision embodied emancipatory potential and deep contradictions.

Its principal architect was the College's first dean and second president, M. Carey Thomas, who became an influential national advocate for women's advancement. Like some who were part of the Progressive Movement, however, Thomas embraced and contributed to the eugenics movement, and her vision for Bryn Mawr and for women excluded African Americans and reflected ethnic and anti-Semitic bias. The College continues to grapple with this complex legacy and the

harms that resulted and has made advancing equity and inclusion central to its mission and its vision of institutional excellence.

From its founding, Bryn Mawr has prized superb teaching and research. The College offered undergraduate and graduate degrees from the outset and was the first women’s college to offer the Ph.D. Bryn Mawr’s undergraduate and graduate programs became widely viewed as models of academic excellence, helping to elevate higher education standards nationwide.

While the College has been non-denominational for most of its history, Bryn Mawr was founded by members of the Religious Society of Friends (“Quakers”). Its Quaker legacy can be traced in the costly, principled stands President Katherine McBride took on behalf of freedom of belief and conscience during the McCarthy era and again in the late 1950s and during the Vietnam War, at times costing the College government financial aid funds. The College’s commitment to social justice has also found myriad forms of expression on campus, including in the 1914 founding of its Graduate School of Social Work and Social Research, one of the first in the United States, and the deep engagement of many current students in community service and with social justice issues.

Respect for students’ capacity to direct their own lives has always been an integral part of Bryn Mawr, which was the first college in the country to approve a student self-government association (1891). For more than 125 years, students have taken a large measure of responsibility for managing residential life and upholding standards of academic integrity through the College’s Honor Code, which many alumnae describe as a lifelong touchstone for professional and personal integrity.

The traditions of high expectations, academic excellence, civic engagement, and ethical commitment remain at the core of Bryn Mawr’s identity, expressed today through innovative academic programs and approaches to learning and among students and alumnae/i who pursue lives of purpose in all fields of endeavor. Our graduates include Emily Balch 1889, who received the Nobel Peace Prize in 1946; Ume Tsuda 1894, founder of the first women’s college in Japan; Enid Cook ’31, a distinguished microbiologist and the first African American graduate of Bryn Mawr; seven recipients of MacArthur Fellowships; the first women presidents of the University of Chicago and Harvard University; recipients of Pulitzer Prizes; members of the National Academies of Science; one of Forbes Magazine’s ten most powerful women in the world; and many leaders in business, government, and nonprofit organizations.

## Geographical Distribution of Students

### 2019-20 Undergraduate Degree Candidates

The 1372 full-time undergraduate students came from 46 states, the District of Columbia, Puerto Rico, the Virgin Islands, and the Armed Forces Europe and 42 foreign nations, distributed as follows:

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

<i>Mid-Atlantic</i> .....	479.....	44.11%
Delaware .....	13	
District of Columbia .....	8	
Maryland.....	58	
New Jersey.....	114	

New York .....	124	
Pennsylvania .....	162	
<i>Midwest</i> .....	91.....	8.38%
Illinois.....	27	
Indiana.....	5	
Iowa.....	3	
Kansas.....	8	
Michigan.....	8	
Minnesota.....	16	
Missouri.....	3	
Nebraska.....	1	
Ohio.....	14	
<i>New England</i> .....	156.....	14.36%
Connecticut.....	30	
Maine.....	14	
Massachusetts.....	101	
New Hampshire.....	2	
Rhode Island.....	2	
Vermont.....	7	
<i>South</i> .....	120.....	11.05%
Alabama.....	4	
Arkansas.....	3	
Florida.....	18	
Georgia.....	14	
Kentucky.....	6	
Mississippi.....	1	
North Carolina.....	21	
South Carolina.....	3	
Tennessee.....	10	
Virginia.....	37	
West Virginia.....	1	
<i>Southwest</i> .....	80.....	7.37%
Arizona.....	8	
New Mexico.....	4	
Oklahoma.....	2	
Texas.....	66	
<i>West</i> .....	156.....	14.36%
Alaska.....	2	
California.....	100	
Colorado.....	7	
Hawaii.....	7	
Idaho.....	1	
Nevada.....	2	
North Dakota.....	0	
Oregon.....	13	
Utah.....	3	
Washington.....	21	
<i>Territory/Military</i> .....	4.....	0.37%
Armed Forces Europe.....	2	
Puerto Rico.....	1	
Virgin Islands.....	1	

**ABOUT BRYN MAWR**

Grand Total .....1086..... 100.00%

**Percent of Entire Student Body**

Mid-Atlantic .....479..... 34.91%  
 Midwest .....91..... 6.63%  
 New England .....156..... 11.37%  
 South .....120.....8.75%  
 Southwest.....80.....5.83%  
 West .....156..... 11.37%  
 International Residence.....286..... 20.85%  
 Armed Forces Europe .....2.....0.15%  
 Puerto Rico.....1.....0.07%  
 Virgin Islands.....1.....0.07%  
 Grand Total .....1372..... 100.00%

**Students by Country of Residence (listed by residence, not nationality. List includes domestic students)**

China .....129  
 India.....23  
 Viet Nam.....19  
 South Korea.....16  
 Pakistan.....10  
 United Kingdom.....9  
 Kenya .....7  
 Russian Federation .....5  
 Morocco.....6  
 Nepal .....4  
 Singapore .....4  
 Bangladesh.....3  
 Ethiopia.....3  
 France .....3  
 Ghana.....3  
 Taiwan, Republic of China.....3  
 Zimbabwe.....3  
 Canada.....3  
 Germany.....2  
 Greece.....2  
 Hong Kong, SAR China.....2  
 Jamaica .....2  
 Japan.....2  
 Mauritius.....2  
 Nigeria .....2  
 Paraguay .....1  
 Philippines .....1  
 Tunisia .....1  
 Afghanistan.....1  
 Albania.....1  
 Brazil.....1  
 Curaçao .....1  
 Egypt .....1  
 Georgia.....1  
 Jordan.....1  
 Mexico .....1  
 Poland .....1  
 Romania .....1  
 Rwanda .....1  
 Thailand.....1

Turkey .....1  
 Romania .....1  
 Ukraine .....1  
 United Arab Emirates.....1  
 Uzbekistan.....1

**LIBRARIES AND EDUCATIONAL RESOURCES**

The Mariam Coffin Canaday Library is the center of Bryn Mawr’s library system. Opened in 1970, it houses the College’s holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in Old Library and houses the collections in Classical and Near Eastern Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library, located in the newly renovated Park Science Building, 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 (<https://tripod.brynmawr.edu>), the library catalog, provides information about the more than three million print and online books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. Bryn Mawr students may use the Haverford and Swarthmore libraries and may request material from either of the other two campuses to pick up at Bryn Mawr, usually in less than 24 hours. Through the Library’s home page ([www.brynmawr.edu/lits](http://www.brynmawr.edu/lits)), students may connect to Tripod; explore hundreds of subject-specific research databases ([guides.tricolib.brynmawr.edu](http://guides.tricolib.brynmawr.edu)); and tap into other services and resources such as consultation with research, digital scholarship, and educational technology staff, course reserves, and special events and exhibitions.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can quickly borrow materials from more than 50 academic libraries in the mid-Atlantic region. Students may also request items from libraries across North America through interlibrary loan.

**Special Collections**

The Special Collections Department, based in Canaday Library, houses extensive holdings of art, artifacts, archival materials, rare books, and manuscripts. Objects held in all of these collections are available to students for individual research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students and faculty. The collection of late medieval and Renaissance texts includes one of the country’s largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other important focuses of the collection are travel and exploration, women writers and women’s lives, books for children and young adults, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementary

to the rare books are collections of original letters, diaries, and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women's rights movement; the experiences of women, primarily Bryn Mawr graduates, traveling and working overseas; and the papers of playwrights, writers, and scholars. .

The College Archives contains the historical records of Bryn Mawr, including the papers of the Presidents; collections of the letters, diaries, and scholarly works of Bryn Mawr faculty and alumnae/i; and an extensive photographic collection that documents the social, intellectual, administrative, and personal aspects of campus activities and student life.

The Art and Artifacts collection includes objects of interest to students of anthropology, archaeology, the fine and decorative arts, geology, and related inter- and multi-disciplinary courses of study. The Anthropology collections include objects from around the world, with the largest portion of these collections originating from North America, South America and Africa. These collections comprise numerous categories of objects: African and Oceanic works, Southwest pottery and Native American ritual, functional, and decorative objects, and Pre-Columbian ceramics and textiles from present-day Peru, among many others. The Archaeology collections include an extensive group of Greek and Roman objects, especially vases, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests of Bryn Mawr faculty from the beginnings of the college to the present day.

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

## Digital Media and Digital Scholarship

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

## Information Technology

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

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

The Help Desk is located on the main floor of Canaday Library and is available for walk-up help, email and telephone assistance. Public computing labs may be found in the following buildings:

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

## Laboratories

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

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

Following is more detailed descriptions of the labs in each department, as well as a description of the instrument shop, where custom-designed equipment for special research projects can be fabricated by two expert instrument makers and one analytical instrumentation specialist.

### Biology

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

## Chemistry

The Department of Chemistry houses many spacious well equipped laboratories with specialized instrumentation and equipment for teaching and research. These include a 400 MHz high-resolution nuclear magnetic resonance (NMR) spectrometer with an autosampler; gas and liquid chromatograph-mass spectrometers (GC-MS/LC-MS); Fourier transform-infrared (FT-IR) spectrophotometers; a fluorescence spectrophotometer; ultraviolet-visible (UV-vis) spectrophotometers, including Nanodrop format; high pressure liquid chromatographs (HPLC); a fast protein liquid chromatography (FPLC) system; cold rooms and centrifuges for the preparation of biomolecules; refrigerated and heated shakers for cell culture growth; thermal cyclers and electrophoresis equipment for molecular biology; high throughput robotic liquid handler; stereomicroscope for protein crystal inspection and manipulation; potentiostats for electrochemical and spectroelectrochemical analysis; a biopotentiostat; facilities for molecular modeling and computational chemistry, including a shared Beowulf cluster; and departmental laptop computers for chemistry majors. In addition, two inert atmosphere dry boxes and multiple Schlenk vacuum manifolds allow anaerobic operations for chemical handling and synthesis. Finally, the department shares an atomic force microscope with the other science departments in the Park Science Center.

## Computer Science

The Department of Computer Science is home to five computer laboratories. Dual-boot Linux/Windows workstations and Macintosh computers featuring the latest CPU and graphics capabilities are available in the laboratories, as well as resources for instruction, data analysis, and visualization. Departmental workstations are supported by state-of-the-art high performance data-center style servers.

## Geology

The Department of Geology conducts field trips in most of its courses and has additional trips of general interest that are run over fall and spring breaks at least one time an academic year. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities.

The department holds extensive paleontology, mineral, and rock collections for research and teaching (10,000s of specimens). A fully equipped and cutting-edge rock preparation facility, with rock saws, grinding, polishing, crushing, thin section and mineral separation equipment, allows students and faculty to prepare their own samples for petrographic and geochemical analysis. For rock and mineral analysis the department has petrographic microscopes, a Rigaku Ultima IV x-ray diffractometer, and a remote sensing laboratory for digital processing and analysis of imagery by orbiting satellites. The department also houses a fully equipped paleomagnetic and rock magnetic lab that includes an Agico JR-6A spinner magnetometer, an ASC thermal demagnetizer, a DTECH 2000 alternating field demagnetizer, a 10.0 Tesla pulse magnetometer, an Agico KLY3 and an MFK1 automated susceptibility kappabridge, a dynamic low-magnetic field cage, and a PMS MicroMagTM 3900 Vibrating Sample Magnetometer that is shared with the Department of Physics.

The department hosts a state-of-the-art Geochemistry Suite that houses a modern sedimentology laboratory for analysis

of sediments, a large geochemistry lab facility for advanced geochemical research, a ventilation-isolated balance room containing a Mettler Toledo XP56 microbalance, and a Class 10,000 clean lab facility for sensitive isotopic analysis of low-level trace metals in natural materials. Equipment housed in the Geochemistry Suite includes an ELTRA Carbon and Sulfur Determinator with TIC module, an inorganic/organic Carbon analyzer, an Agilent inductively-coupled plasma mass spectrometer (ICP-MS), a cathodo-luminescence microscope, a Picarro carbon isotopic analyzer, a Carpenter Microsystems Microsampler, a conodont extraction setup, and heavy liquid mineral separation setup. Sample preparation and processing equipment in the sedimentology lab includes a Virtis XL-55 12-port benchtop freeze-dryer, Labconco water deionizer, IEC Centra-GP8 ventilated benchtop centrifuge, Thermolyne 48000 furnace, VWR 1370 forced-air drying oven, stand-up refrigerator and separate stand-up freezer, two VWR 370 hotplate-stirrers, Branson 5210 ultrasonic bath, eight sets of 3" diameter stainless steel sieves (44 micron - 500 micron mesh) and two sets of 8" diameter stainless steel sieves (44 micron - 8 mm mesh). Analytical equipment in the sedimentology lab includes binocular optical microscopes and a UIC Inc. CM5014 coulometric carbon analyzer with furnace and acidification modules, a Turner Designs 10-AU portable fluorometer for in-vivo/in-situ or extractive chlorophyll analysis and a Bartington MS3 magnetic susceptibility meter and surface scanner.

In addition to two field-ready fully equipped Chevrolet Suburban 4x4 vehicles and a departmental 15-passenger van for transportation to field sites, the department has a wide array of field equipment for use by students. Basic mapping equipment includes twelve Brunton 5010 GEO Transit compasses, a high-precision Leica TPS 1100 total surveying station (theodolite and electronic distance meter), four high-precision Trimble differential GPS units including two handheld GeoXT's, and backpack or pole mountable ProXRS and ProXH antennas with field-rugged handheld PCs for data acquisition, and five Xplore Inc. field-rugged Tablet PCs equipped with ESRI ArcGIS mapping software and built-in GPS antennas. Detailed geophysical surveys are supported by an ASD field-portable visible- to near-infrared spectrometer a Bartington Grad601 dual magnetic gradiometer system, and a PulseEKKO 100 ground-penetrating radar system with 50, 100, and 200 MHz antennas. For environmental monitoring, students use Onset Hobo data loggers and sensors, a YSI dissolved oxygen sensor, and an In-Situ Troll 9500 multi-parameter water quality meter; other water monitoring equipment includes Van Dorn water sampling bottle, Secchi disk, and a General Oceanics mechanical flowmeter. For rock and sediment sample collection the department has rock hammers, multiple gas-powered rock drills, several Eijkelkamp augers and coring devices, and a Ponar sediment grab sampler.

## Physics

The Department of Physics has many laboratories for education and research. The instructional advanced experimental physics laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. In addition, the instructional optics laboratory has six dark rooms with interferometers, lasers, and miscellaneous equipment for optics experiments. The instructional nuclear physics laboratory houses a low-temperature gamma detector and computer-based multichannel analyzers for nuclear



spectroscopy, alpha particle detection, and positron-electron annihilation detection. The instructional electronics laboratory has 17 stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers. The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment. The Nanomaterials and Spintronics Laboratory has microfabrication facilities including an AJA ATC Orion sputtering deposition system, a Karl Suss MJB3 mask aligner for photolithography, optical microscope, Filmetrics thin-film thickness measurement system, a DI water purification system, and a chemical hood, hosted in a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has two chemical hoods, a Princeton Applied Research potentiostat (VersaSTAT-200), and an ETS humidity control chamber for self-assembly and templated electrochemical deposition of nanomaterials. It also has a PMS MicroMagTM 3900 Vibrating Sample Magnetometer shared with the Department of Geology. The Bryn Mawr Plasma Laboratory has a 3000-liter high vacuum chamber and a 50kJ pulsed plasma source as well as a high density array of magnetic diagnostics. Along with the other science departments in the Park Science Center, the department has shared access to an Atomic Force Microscope, a Rigaku Ultima IV X-ray diffractometer and an on-campus computing cluster that has 84 computing cores, 512 GB RAM, and 144 TB of accessible storage.

### Psychology

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

### Instrument Shop

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by two full-time instrument makers and one analytical instrumentation specialist who design, build, troubleshoot and maintain the scientific equipment for instructional and research laboratories in all six natural science departments. Capabilities

include 3D SolidWorks design modeling of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement (TIG, including aluminum & stainless steel), sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. There is also 3D printers and a 45-watt laser cutter. The instrument makers/designers work with undergraduates engaged in research, class projects, and senior thesis projects with some hands-on machining and assembly from their designs. Help with material selection, design and production alternatives is also offered.

### Facilities for the Arts

Goodhart Hall is home to the Dance and Bi-Co Theater program offices and serves as the main venue for their curricular performances and productions as well as the multidisciplinary Performing Arts Series. The Office for the Arts and Production Office are both housed in Goodhart and support curricular and student-run performance groups and administer the building's performance spaces. Entrance to all Goodhart facilities are wheelchair accessible, including the 512-seat McPherson Auditorium, with state-of-the-art lighting and sound systems; the Katharine Hepburn Teaching Theater, a flexible black-box-style space with theatrical lighting and sound capabilities; the Music Room, equipped with a small stage and two pianos and used for Bi-Co Music lessons, Bi-Co Chamber Music and Chamber Singers rehearsals and recitals, as well as the Bryn Mawr Reading Series presented by the Creative Writing Program; and the Common Room, an intimate, carpeted space used for Bi-Co Theater classes and student works. Goodhart also offers practice rooms and classrooms for music with a suite of grand and upright pianos and instrument storage areas for academic music studies, student-led instrumental ensembles, choirs and acapella groups, and casual instrumental practice.

The Great Hall in Old Library provides a large space for classical music concerts, lectures and readings, while the adjacent Cloisters, Carpenter Library roof, and Taft Garden are popular outdoor performance spaces. The former Rhoads Dining Hall is appropriate for parties, DJ events, and small- to medium-scale student theatrical productions and concerts. The Marie Salant Neuberger Centennial Campus Center hosts films, spoken word events, and student club performances and tabling.

The Pembroke and Denbigh dance studios are home to Dance Program classes, workshops and events, and some small-to-medium-scale Dance Program performances. Each has large windows, ballet barres, mirrors and theatrical lighting and sound capabilities. Wyndham Alumnae House's Ely Room and English House host creative writing classes, workshops, and readings.

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

Students interested in learning more about art spaces and venues on campus may contact the Office for the Arts at 610-526-5300 or visit [www.brynmawr.edu/arts/](http://www.brynmawr.edu/arts/).

### The Bern Schwartz Fitness and Athletic Center

The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces

## STUDENT RESPONSIBILITIES AND RIGHTS

of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from a broad offerings of physical education classes, Bryn Mawr Fit Club classes and strength and conditioning sessions for student athletes. The fitness center has over 100 different workout options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

The Class of 1958 Gymnasium is home to the College's intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the art eight-lane swimming pool, athletic training room, locker rooms, a conference smart room and the Department of Athletics and Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information please consult [gobrynmawr.com/information/facilities](http://gobrynmawr.com/information/facilities).

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

### Campus Center

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

## STUDENT RESPONSIBILITIES AND RIGHTS

### The Honor Code

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

The successful functioning of the Honor Code is a matter of pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands

on the maturity and integrity of students, it also grants them an independence and freedom that they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

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

### Privacy of Student Records

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

### Directory Information

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

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

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

### Campus Crime Awareness and Fire Safety

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

These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to, but not limited to crime statistics, security measures, fire statistics, fire safety measures, policies

relating to missing persons, and penalties for drug use, on an annual basis. These acts also require that this information be available to prospective students and employees upon request.

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

## Right-to-Know Act

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

Class entering fall 2013 (Class of 2017)

Size at entrance: 365

Within 4 years: 77.0%

Within 5 years: 83.6%

Within 6 years: 84.1%

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

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities.

The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

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

## Access Services

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as amended. Students with

access needs due to a learning, physical, or psychological disability are encouraged to contact the Director of Access Services as early as possible to discuss their concerns and to obtain information about the eligibility criteria and procedures for requesting accommodations. Disclosure of a disability is voluntary, and the information will be maintained on a confidential basis.

## STUDENT LIFE

### Student Advising

The Undergraduate Dean's Office is charged with promoting the general welfare of undergraduates. Students may consult their deans on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. Dean's Office staff collaborate with the staff of the Career & Civic Engagement Center to promote a holistic and experiential approach to education. In addition to their deans, students may work with staff in Residential Life, the Pensby Center, Orientation and Student Activities and elsewhere. The Residential Life staff and student Hall Advisers and Peer Mentors provide advice and assistance on questions of community life. Health concerns and questions can be addressed by the counseling and medical staff through scheduled appointments at the Health Center. Students requiring urgent medical attention or personal assistance outside of regular campus office hours should call on Campus Safety.

### Customs New Student Orientation

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

### Academic Support Services

Academic support services at Bryn Mawr include the Director of Academic Support Services, the Writing Center, the Q Center, peer mentoring, peer tutoring and a variety of study-skills support services. The Director of Academic Support Services offers free individual and small group meetings with students to identify and implement techniques for more effective learning, studying, test-taking and time and stress management. The Director of Academic Support Services also offers workshops and class presentations. The Writing Center offers free, individual consultations with peer writing tutors to review, strategize and revise writing assignments and projects. The Writing Center also offers occasional workshops open to the campus. The Q Center supports student work on quantitative problems in introductory courses across social science and science disciplines. The Q Center is staffed by Q mentors who are trained to help students with quantitative reasoning, problem solving strategies, and alleviating math anxiety. Peer mentoring and peer tutoring are available without cost to students. More information about academic support services can be found at:

## STUDENT LIFE

<https://www.brynmawr.edu/academicsupport/academic-and-student-support-services>.

### Career & Civic Engagement Center

The Career & Civic Engagement Center (the Center) prepares and supports liberal art students and alumnae/i to become effective, self-aware leaders in their chosen life pursuits. The preparation is rooted in experiential education with a strong focus on reflection and growth. The Center's team includes 17 professional staff members, over 30 undergraduate student leaders, and a faculty liaison. The Career Engagement team provides opportunities for students to maximize their liberal arts education, preparing them to make intentional decisions about their futures. The Civic Engagement team collaborates with community-based organizations to prepare students to be socially responsible leaders and citizens through purposeful action, reflection, and learning.

The Center offers students opportunities to engage beyond campus, expanding their experience and their global reach. Engagement with the Center is encouraged beginning in the first year, throughout the years at the College, and beyond. The Center allows students to work on developing skills such as writing and communication, conceptual thinking, teamwork, quantitative and digital literacy, critical thinking, and cultural competency through course work, professional development programs, internships and externships, alumnae engagement, and civic engagement. Developing these skills prepares students for a future filled with potential and possibilities. The following list offers a sampling of Career & Civic Engagement Center programs:

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

### Health Center

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

## ADMISSION

Bryn Mawr College seeks promising and ambitious students. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the Office of Admissions conducts a holistic review in determining a student's ability and readiness for college through the student's high-school record in context of the rigor of the program of study, grades (if available), standardized tests (if provided), personal essays, and insight provided by school and community officials.

Candidates are expected to complete a four-year secondary school curriculum. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition, and literature through four levels; four levels of mathematics (preferably up to pre-calculus or calculus); four levels of one modern or ancient language, or a good foundation in two languages; work in history; and four levels in science, including two lab sciences (preferably biology, chemistry, or physics). Elective subjects might be offered in, for example, art, music, or computing to make up the total of 16 or more credits recommended for admission to the College.

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

### Application

For the 2020-21 application cycle, Bryn Mawr College will accept The Common Application and the Coalition Application. There is no application fee. For more information about applying to Bryn Mawr, please visit: [www.brynmawr.edu/admissions/apply/](http://www.brynmawr.edu/admissions/apply/).

## Admission Plans

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

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

## Application Deadlines

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

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

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

Applicants interested in institutional, need-based financial aid must submit a financial aid application (CSS Profile and required tax documents) at the same time as their admissions application. If you do not apply for institutional financial aid at that time, you cannot apply in subsequent years.

## Standardized Tests and Interviews

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

- SAT I or ACT scores are optional for US citizens and US permanent residents; however, if admitted students have taken either the SAT I or ACT, the College will request those official scores before matriculation. While the test

scores will not be reviewed by the Office of Admissions, they will be used for academic advising and placement.

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

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

**Interview:** An interview either at the College, with an alumna admissions representative, or via Skype is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews, information sessions, and campus tours can be made in advance by completing the campus visit request form online or calling the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays, and is open on select Saturdays throughout the year. A student who is unable to visit the College can arrange an alumna or Skype interview by visiting the website as well.

## International Students

Bryn Mawr welcomes applications from international students who have outstanding secondary school records in an American-style high school program or a program that leads to university entrance in their own countries.

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

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

## Early Admission and Deferred Entrance

Each year a few outstanding students enter the College after the junior year of high school. An interview, on campus or with an alumna admissions representative, is required of early admission candidates.

A student admitted to the College may request to defer entrance for one year. Students who wish to defer their entrance must accept the offer of admission and pay the additional \$500 deposit. They can request to defer entrance online by June 1. Students will be contacted as to whether their requests have been approved.

## Credit for Advanced Placement Tests and International Exams

Students who have carried advanced work in school and who have honor grades (5 in Art History, English, Environmental Science, French, Government and Politics, History, Music Theory, Psychology and Spanish; 4 or 5 in most other subjects)

## ADMISSION

on the Advanced Placement tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College.

With the approval of the dean and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The Advanced Placement Tests are given at College Board centers in May.

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

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

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

Bryn Mawr also recognizes and awards credit for other international exams. Depending upon the quality of the examination results, Bryn Mawr may award credit for Advanced Levels on the General Certificate of Education (GCE), the French Baccalaureate, German Abitur and other similar exams. A maximum of eight units from test and transfer credit may be used towards a student's degree.

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

## Home-School and Alternative Education Students

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

1. Official transcripts from any high schools or postsecondary institutions attended;
2. An academic portfolio that includes:
  - A transcript of courses taken, either self-designed (including reading lists and syllabi), or a formal document from a correspondence school or agency;
  - Evaluations or grades received for each subject;
  - A short research paper, preferably completed within the last year (including evaluator's comments);
3. An additional essay on the reasons for choosing homeschooling; and
4. An interview (on campus, via Skype, or with an alumna/us) with a member of the admissions staff.

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

## Transgender Students

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

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

The College intends to be flexible and inclusive in implementing these understandings. Bryn Mawr uses a holistic approach to reviewing applications that appreciates the strengths of each applicant. Should questions arise, students are encouraged to contact the Office of Admissions; the College may also follow up to request additional information from applicants.

## Transfer Students

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

The deadline for transfer admission is March 1. Transfer applicants are required to submit either The Common Application or the Coalition Application and all supporting documents.

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

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

## The Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program was created to give

women, 24 years of age or above, who for one reason or another did not begin or complete their education immediately following high school, an opportunity to attend Bryn Mawr College.

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

- All official high school transcripts or GED equivalent (Secondary School Final Report is not required)
- All official college transcripts
- Two Instructor Evaluations\*
- SAT I or ACT and TOEFL or IELTS (if applicable)

McBride Scholar applicants who have not attended school within the last three years may submit letters of reference from recommenders other than professors.

Once admitted to the College, McBride Scholars are subject to the residency rule, which requires a student to take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis.

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

### Readmission

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

### COVID-19 Information for Admissions

These updates pertain to the 2020-2021 application cycle only.

**Standardized Testing:** Bryn Mawr College is a test optional school for U.S. citizens and permanent residents. We are still requiring the SAT or ACT for international students; however, if an international applicant was not able to take a recent exam due to COVID-19, the Admissions Committee will take into account that any previous testing was completed early in a student's high school career. If an international student has never taken a standardized test and has no access to completing one prior to the application deadline, they should connect with the Office of Admissions. We will accept SAT, ACT, AP, and IB scores from the testing agency, from school counselors, or self-reported by the student on the application.

**Language Testing:** International students are required to submit TOEFL or IELTS scores. TOEFL now offers a TOEFL Special Home Edition and TOEFL IBT Plus for China for students who do not have access to testing centers. Students whose first language is English or whose primary language of instruction has been English during their four years of high school may have the TOEFL or IELTS requirement waived.

Students who don't have access to a testing site prior to the application deadline should contact the Office of Admissions.

**Self-Reported Testing:** The Office of Admissions will accept

self-reported exam scores (except TOEFL and IELTS) for all applicants. International students need to have their school counselor send their SAT or ACT essay to the Office of Admissions. All admitted students will be required to submit an official copy of their exam scores if they enroll. Early Decision students must submit scores by March 1. Regular Decision students must submit scores by June 15.

**Visits and Events:** The Office of Admissions offers a variety of virtual opportunities including: admitted student events, information sessions, tours, and office hours.

**Pass/Fail Grades:** We understand that many high schools have moved to remote learning, including a shift to pass/fail grades. Pass/fail grades will not negatively impact the review of a student's application.

**School Closures:** If your school has closed and is not able to offer remote learning, please connect with the Office of Admissions.

## BILLING, PAYMENT, AND FINANCIAL AID

### The Offices of Financial Aid and Student Accounts

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

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

### Costs of Education

The tuition and fees in 2020-21 for all enrolled undergraduate students, resident and nonresident, is \$56,610 a year.

#### Summary of Fees and Expenses for 2020-21

Tuition .....	\$55,310
Residence (room and board).....	\$17,720
College Fee .....	\$920
Self-Government Association Dues.....	\$380
Non U.S. Citizen & Non-Permanent Resident Health Insurance .....	\$1,914
Other Fees:	
Continuing enrollment fee (per semester) .....	\$450

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

### Billing and Payment Due Dates

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

Student Accounts sends an email notification to the student's official Bryn Mawr email address when an eBill is available to view. The College does not send paper bills. Students are able to set up authorized parties (parents, guardians or others)

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

who then can view bills online, make payments by either electronic check or credit card or set up a payment plan when enrollment opens. Our third-party on-line processor for eBilling, ePayments and Payment Plans is Nelnet Enterprise. Students and authorized parties may make one-time ePayments using this system or utilize the Automatic Monthly Payment Plan, all accessed through BIONIC.

The College's payment plan enables monthly payment of all or part of semester fees in installments without interest charges. The cost of enrolling is a \$25 nonrefundable fee per semester. Payments for the plan commence prior to the beginning of each term. Information about the payment plan is available from Student Accounts.

The College reserves the right to prevent a student from registering for classes, attending class or entering residence until payment of the College charges has been made each semester. No student may preregister for the next semester, participate in room draw, order a transcript, participate in summer internships, employment or fellowships, hold leadership positions, participate in graduation, or receive a diploma, until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

A fee of \$400 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

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

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

## **When a Student Withdraws**

### **Determination of Withdrawal Date**

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

### **Treatment of College Charges When a Student Withdraws: College Refund Policy**

Students will be refunded 100% of their previously paid tuition, room and board, and college fee if the Registrar receives written

notice that the student has withdrawn from the College or begun a leave of absence before the first day of classes.

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

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

The College's Refund Policy and the Return of Federal Title IV funds procedures are independent of one another. The calculation of Title IV Funds earned by the student has no relationship to the student's incurred charges. Therefore, the student may still owe funds to the College to cover unpaid institutional charges.

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

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

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

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

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

### **The order of return of Title IV funds is:**

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal Iraq Afghanistan Service Grant



- Federal Supplemental Education Opportunity Grants (FSEOG)
- Other Title IV assistance

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

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

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

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

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

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

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

The amount of College grant funds a student will retain is based on the percentage of the period of enrollment completed up to 60% of attendance.

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

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

### **Financial Aid**

For general information about financial aid and how to apply for financial aid, consult the Office of Financial Aid website at [www.brynmawr.edu/financial-aid](http://www.brynmawr.edu/financial-aid). Detailed information about the financial aid application and renewal process, types of aid available and regulations governing the disbursement of funds from grant and loan programs, can be found on the Financial Aid website.

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

74 percent of the undergraduate students at the College with financial aid during the 2019-20 academic year, awarding more than \$36.6 million in grant aid.

Initial requests for financial aid are reviewed by the Office of Financial Aid and are assessed on the basis of the student and family's demonstrated financial need. Domestic students must reapply each year. Eligibility is re-established annually, assuming the student has maintained satisfactory progress toward the degree.

Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon documented financial eligibility. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

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

Students admitted to Bryn Mawr College as first-time undergraduate students are automatically considered for the Bryn Mawr Merit Scholarship; no additional application is required. Applicants are evaluated using Bryn Mawr's holistic admission review process, which takes numerous factors into consideration including but not limited to academic coursework and performance, involvement in school and community, leadership qualities, letters of recommendation, quality and content of writing, and potential to contribute in meaningful ways to the Bryn Mawr community.

Students may receive a Bryn Mawr Merit Scholarship even with no demonstrated financial need. Merit scholarships may be awarded to U.S. citizens and permanent residents. Awards for 2020-21 ranged from \$12,000-\$40,000 per year. Scholarships are non-negotiable and only awarded at the time of admission. Merit scholarships are awarded for a maximum of eight semesters and renewable provided that the student is enrolled full time at Bryn Mawr.

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

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

## Required Forms and Instructions for U.S. Citizens and Permanent Residents First-Year and Transfer Students

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

- **CSS PROFILE:** Submit the CSS Profile by the published admission application deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- **Free Application for Federal Student Aid (FAFSA):** Submit the FAFSA by the published admission application deadline. The Bryn Mawr College federal code number is 003237. Parents and students are encouraged to import their data directly from the Internal Revenue Service (IRS) to the FAFSA using the IRS Data Retrieval (IRDT) tool.
- **Federal Tax Returns:** Parents of dependent students and independent students and their spouse (if applicable) must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W-2 forms to the College Board Institutional Document Service (IDOC). Parents of dependent students and independent students and their spouse (if applicable) who are not required to file a federal income tax return must submit copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC by the deadline. Note: Dependent students are only required to submit a signed copy of their complete federal income tax return or Student Non-Tax-Filer Form and W-2 forms if they are selected for verification.
- **Trust Documents:** Students and parents who are beneficiaries of trust funds (other than Uniform Gift to Minor Act trusts) must submit a copy of the Trust Tax Form 1041, the beneficiary's K-1 form, the year-end investment account statement for the trust assets, and a copy of the trust instrument governing the management of the trust by the Trustee to IDOC.

## Returning Students

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

- **CSS PROFILE:** Submit the CSS Profile by the deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- **Renewal Free Application for Federal Student Aid (FAFSA):** Submit the Renewal FAFSA by the deadline. The Bryn Mawr College federal code number is 003237. Parents and students are encouraged to import their income data directly from the Internal Revenue Service (IRS) to the FAFSA using the IRS Data Retrieval Tool.
- **Federal Tax Returns:** Parents of dependent students and independent students and their spouse (if applicable) must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W-2 forms to the College Board Institutional Document Service (IDOC). Parents of dependent students and independent students and their spouse (if applicable) who are not required to file a federal income tax return must submit copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC by the deadline.

Submission Dates	<ul style="list-style-type: none"> <li>• FAFSA</li> <li>• CSS/Financial Aid PROFILE</li> <li>• Noncustodial PROFILE (if applicable)</li> </ul>	Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Submit all documents by April 15 (subject to change for 2021-22)	

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

### First Year and Transfer

- **CSS PROFILE:** Submit the CSS Profile by the published admissions application deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.

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

Iran residents cannot complete a Profile and should instead use the International Financial Aid Application. This form is available from the Bryn Mawr website: [www.brynmawr.edu/financial-aid/undergraduate-applicants/international-applicants](http://www.brynmawr.edu/financial-aid/undergraduate-applicants/international-applicants).

Please

fax 001-610-526-5249, or email as a PDF to [finaid@brynmawr.edu](mailto:finaid@brynmawr.edu).

### Returning Students

Continually enrolled students whose citizenship status is not U.S. Citizen or U.S. Permanent Resident are not required to re-submit a financial aid application annually. College grants and loans are automatically renewed. International students who have not attended Bryn Mawr for more than two semesters are required to submit a new financial aid application. Only students who were awarded aid upon entrance to the College are eligible for college grant and loan support in subsequent years at Bryn Mawr.

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

Submission Dates	• CSS/Financial Aid PROFILE • Noncustodial PROFILE (if applicable)	Parent Income Documents or Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Reapplication is not required unless citizenship changes or the student is not enrolled consecutively for more than two terms.	

## Loan Funds

### Federal Direct Loans

The Federal Direct Loan Program enables students who have a citizenship status of U.S. Citizen or U.S. Permanent Resident to borrow directly from the federal government rather than from a bank. Students must complete the Free Application for Federal Student Aid (FAFSA) and be enrolled at least half time (two units). Loans made through this program include the Direct Subsidized and the Direct Unsubsidized Loans.

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

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

Loan fees will be deducted proportionately from the gross amount on all Federal Direct Loans. The amount of loan funds the student receives is less than the amount borrowed, but the student is responsible for repaying the entire amount borrowed and not just the amount received. For loans disbursed between October 1, 2019 and September 30, 2020 the loan fee for undergraduate students is 1.059%. For loans disbursed after October 1, 2020 the loan fee may be different depending on the across-the-board federal budget cuts known as "sequester" put into place by the Budget Control Act of 2011. The Department of Education will notify borrowers of fee changes.

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

### U.S. Citizens and Permanent Residents

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

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

### Federal Direct PLUS Loan

The Federal Direct PLUS Loan is a federally subsidized loan program designed to help parents of dependent undergraduates pay for educational expenses. Parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. Parent PLUS Loan borrowers cannot have an adverse credit history (a credit check will be done).

Repayment begins on the date of the last disbursement. Parent PLUS loan borrowers whose funds were first disbursed on or after July 1, 2013 have the option of delaying their repayment on the PLUS loan either 60 days after the loan is fully disbursed or six months after the dependent student is not enrolled at least half-time. During this time, interest may be paid by the parent or capitalized.

Interest rates on PLUS loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Each loan has a fixed interest rate for the life of the loan. Borrowers may view interest rate changes for the 2020-2021 academic year at <https://studentaid.ed.gov/types/loans/interest-rates>.

A loan fee that is a percentage of the principal amount of the loan will be deducted from the gross amount on the Federal Direct PLUS Loan. The amount of loan funds the parent receives is less than the amount borrowed, but the parent is responsible for repaying the entire amount borrowed and not just the amount received.

### International Loan

The International Loan Program is administered by the College from institutional funds to students who are not U.S. Citizens or U.S. Permanent Residents, and must be awarded as part of a student's aid offer. Recipients must remain enrolled at the College at least half time to retain eligibility. The 5% interest rate and repayment of the loan begin 6 months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. The maximum repayment period is 10 years. Students who file for bankruptcy may still be required to pay back the loan. Students may not borrow more than the amount offered as part of a financial aid award from year to year.

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

Instructions to apply for financial aid are on the Office of Financial Aid web page at: [www.brynmawr.edu/financial-aid](http://www.brynmawr.edu/financial-aid).

## Scholarship Funds

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

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

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

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

The Sarah Lynn Allegra Scholarship Fund was established by Catherine Allegra '83. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2016)

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

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

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

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

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

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

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The fund shall be used to provide undergraduate financial aid to a student working toward world peace who have shown genuine commitment to working toward

international peace and justice, regardless of their academic major. Edith Beck had strong interest in fostering global solutions to world problems; she made a life-long commitment to erasing human differences that led to conflict and to working toward a worldwide acceptance and compliance with a universal code of law and social justice. (1999)

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

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

The Beidler Family Scholarship was established by Elinor Beidler Siklossy 1964. The fund shall be used to provide scholarship assistance to an undergraduate student. (2018)

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

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

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

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

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

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

The Bryn Mawr College Scholarship was established in 2019 by a generous gift from Ben Hsu, Brenda Porter P19 and an alum from the Class of 2019. The fund shall be used to provide undergraduate financial aid. (2019)

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

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

The Cynthia Butterworth Burns 1959 Scholarship Fund was

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

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

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

The Helen Holmes Carothers 1916 Scholarship Fund was established in 2019 from Erica Hahn 1968 to fund undergraduate scholarships. (2019)

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

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

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

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

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

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

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

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

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

The Class of 1957 Scholarship Fund was established by

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

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

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

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

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

The Lois M. Collier 1950 Scholarship Fund was established by the Lois Collier Charitable Trust. The fund shall be used to provide undergraduate financial aid. (2018)

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

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

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

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

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

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

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

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

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

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

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

The Dragonfly Fund was established in 2019 by William Rehrig P17 to fund undergraduate scholarships. (2019)

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

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

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

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

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

The Helen Feldman Scholarship Fund was established by the Class of 1968 for the establishment of a Fund in the name of Helen Feldman '68, their classmate who was killed in an

automobile accident in August, 1967, the summer before her senior year. The fund shall be used to provide undergraduate financial aid for a student spending the summer studying in Russia. (1968)

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

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

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

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

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

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

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

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

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

The Helena Grant Scholarship Fund was established by Ruth Zohrer 2005 and Regina Borromeo. The fund shall provide undergraduate financial aid with a preference for international students from Mexico or the Philippines. (2018)

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

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

The Alice Cohen Harrison '36 and Sally R. Harrison '71 Scholarship Fund was established through the bequest of Alice Cohen Harrison and by Walter C. Harrison in honor of Sally R. Harrison '71. The fund shall be used to provide

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unrestricted support for the general purposes of the College with a preference for providing financial assistance to an undergraduate student with documented financial need. (2014)

The Bill Hart and Dabney Gardner Hart '62 Scholarship Fund was established by Bill Hart and Dabney Gardner Hart '62. The fund shall be used to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2013)

The Donald N. Gellert Scholarship Fund was established by The Leopold R. Gellert Family Trust in celebration of Donald's 80th birthday. The fund shall be used to provide undergraduate financial aid. (2018)

The Helena Grant Scholarship Fund was established by Ruth Zohrer '05 and Regina Borromeo (Penn '01). This Fund provides financial assistance to an undergraduate student with documented financial need. (2017)

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

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

The Judith M Heath Scholarship Fund was established by Judith Heath 1953. The fund shall be used to provide undergraduate financial aid for scholar athletes in their third or fourth years. (2020)

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

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

The Lillian Gordon Hill and Clifford Lee Hill, Sr. Scholarship was established in 2020 from Linda Hill 1977 in honor of her parents to fund undergraduate scholarships. (2020)

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

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

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

The Lillia Babbitt Hyde Scholarship Fund was established by the Lillia Babbitt Hyde Foundation. The fund shall be used to provide undergraduate financial aid to students who plan

to pursue a medical education or a scientific education in Chemistry. (1963)

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

The James and Grace Hsu Scholarship Fund was established by Jing-Yea Amy Hsu In honor of her parents. The fund shall be used to provide undergraduate financial aid to international students. (2018)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by Deborah Jackson Weiss '68 and her family in memory of her grandmother, Elizabeth Bethune Higginson Jackson, Class of 1897, who died on January 14, 1974. Elizabeth Bethune Higginson Jackson, herself an alumna of Bryn Mawr, had two daughters, two daughters-in-law and three granddaughters who attended Bryn Mawr, and was a major donor to the Class of 1897 Professorship in Science. The fund shall be used to provide undergraduate financial aid. (1974)

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

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

The Stephanie Wenkert Kanwit '65 Scholarship Fund by Stephanie Wenkert Kanwit '65. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2014)

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

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

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

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

The Kohn Family Scholarship Fund was established by Martha and Jeffrey Kohn in honor of their daughter, Alexandra Kohn 2016.



The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2014)

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

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

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

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

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

The Arthur Krilov Scholarship Fund was established by Dr. Meg Allyn Krilov '77 and Hon. James Fogel to fund undergraduate scholarships. (2019)

The Langdon-Schieffelin Fund was established by Bayard Schieffelin and his wife, Virginia Loomis Schieffelin '30, during the Centennial Campaign. They requested that The Langdon-Schieffelin Fund be established, saying that the funds were given in gratitude for the years at Bryn Mawr of the following students: Julia Langdon Loomis, Class of 1898, Ida Langdon, Class of 1905, Barbara Schieffelin Bosanquet '27, Virginia Loomis Schieffelin '30, Barbara Schieffelin Powell '62. The fund shall be used to provide faculty salaries or undergraduate financial aid. (1982)

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

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

The Laurans-Hauser Family Scholarship Fund was established by Monica Hauser Laurans 1969 and Scott Laurans. The fund shall be used to provide undergraduate financial aid. (2019)

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

The Jean Lucas Lenard '59 Scholarship Fund was established by John and Jean Lucas to provide financial assistance to

an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. This scholarship will provide support to a junior or senior pursuing a career in biochemistry or molecular biology. (2011)

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

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

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

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

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

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

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

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

The Phyllis and Marilyn Manzo Scholarship Fund was established in 2019 by a generous gift from Phyllis M. Manzo, mother of Marilyn J. Manzo, Class of 1983. The fund supports undergraduate financial aid with a preference for first-generation college students with documented financial need. (2019)

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

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

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

The Mary-Berenice Morris McCall '52 Memorial Fund for Study Abroad was established by Dr. John P. McCall. The fund shall

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be used to provide undergraduate financial aid for students studying abroad. (2015)

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

The Midwest Scholarship Endowment Fund was established by alumnae of District VII in honor of Barbara Bauman Morrison '62. The fund shall be used to provide undergraduate financial aid to Midwestern students. (1974)

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

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

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

The Caroline and Peter Moore Fund was established by Caroline Moore '56 and her husband Peter "for post-college 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 Margaret Morrow 1971 Scholarship Fund was established in 2019 by a generous gift from Marilyn McCloskey 1972. The Fund shall be used to provide undergraduate financial aid. (2019)

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

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

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

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

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

The Pacific Northwest Scholarship Fund was established to

provide undergraduate financial aid to students from the Pacific Northwest. (1976)

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

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

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

The Mary DeWitt Pettit Scholarship was established by the Class of 1928 to honor their classmate. The fund shall be used to provide undergraduate financial aid with preference given to a student studying the sciences. (1978)

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

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

The Rolly J. Phillips '65 Scholarship Fund was established in 2020 by Farrell Phillips Burnett in memory of her sister who graduated summa cum laude in 1965 from Bryn Mawr and subsequently pursued a long career teaching Greek and Latin. (2020)

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

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

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

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

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

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The fund shall be used to provide undergraduate financial aid for a student from a high school of the Catholic Archdiocese of Philadelphia. Should no graduate of the Archdiocesan school system require financial aid in a given year, the Quinn Scholarship shall be awarded to a student with

financial need in the Katharine E. McBride Scholars Program, or to another nontraditional-aged student at the College. (1991)

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

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

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

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

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

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

The Rosebuds Scholarship Fund was established by was established in 2019 by Diane Jaffee P 2021 to fund undergraduate scholarships. (2019)

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

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

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

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

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

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

The Mary Wilson Schwertz '41 Scholarship Fund was

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

The Cynthia Lovelace Sears '59 Endowed Scholarship Fund was established by Cynthia Lovelace Sears 1959. The fund shall be used to provide undergraduate financial aid. (2019)

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

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

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

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

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

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

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

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

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

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

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

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

The Dean Hayley Thomas Scholarship Fund was established by Alexis Blevins Baird 2005 and Bridget Baird 1969 in

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memory of Dean Thomas. The fund shall be used to provide undergraduate financial aid. (2018)

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

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

The Susan Tolchin 1961 Scholarship Fund was established by Martin Tolchin in memory of his wife, Susan. The fund shall be used to provide undergraduate financial aid. (2018)

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

The Hope Wearn Troxell Memorial Scholarship was established by Southern California Alumnae in memory of Hope Wearn Troxell '46. The fund shall be used to provide undergraduate financial aid to a student who has contributed responsibly to the life of the College community. (1973)

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

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

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

The Lorelei Atalie Vargas '94 Scholarship Fund was established in 2019 by Lorelei Atalie Vargas '94 and Edward Fergus-Arcia to fund undergraduate scholarships in support of historically underrepresented groups. (2019)

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

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

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

The Severa von Wentzel 1995 Scholarship Fund was established by Severa von Wentzel 1995. The fund shall be used to provide fund undergraduate financial aid. (2018)

The Cynthia Walk '67 Scholarship Fund was established by

Cynthia Walk '67. This Fund shall provide financial assistance to an undergraduate student with documented financial need. (2017)

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

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

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

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

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

The Marilyn R. Wellemeyer 1946 Endowed Scholarship Fund was established in 2019 by Marilyn's brother, John Wellemeyer to fund undergraduate scholarships. (2019)

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

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

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

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

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

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

The Margaret W. Wright and S. Eric Wright Scholarship was established by a bequest from Margaret White Wright '43, of Charleston, West Virginia. The fund shall be used to provide

undergraduate financial aid to students of Quaker lineage attending the College. (1985)

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

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

#### International Funds

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

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

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

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

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

The Jia Joanna Gao '19 Scholarship was established in 2019 by a generous gift from Jia Joanna Gao '19 and her family. The fund supports undergraduate scholarships, with a preference for international students. (2019)

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

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

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

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey '58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The

fund shall be used to provide undergraduate financial aid for an international student. (2008)

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

## THE ACADEMIC PROGRAM

### The Curriculum

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

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

### Requirements for the A.B. Degree for students who matriculated in the fall of 2011 or later (students who matriculated prior to fall 2011 should consult prior catalogs)

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

- One Emily Balch Seminar.
- One unit to meet the Quantitative and Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar).
- Two units to satisfy the Foreign Language Requirement.
- Four units to meet the Distribution Requirement.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

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

Students will normally satisfy the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be

## THE ACADEMIC PROGRAM

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

### Emily Balch Seminar Requirement

The Emily Balch Seminars aim to engage students in thinking about broad intellectual questions within and across disciplines and to teach close reading and cogent writing. The seminars help prepare students for a world that demands critical thinking and effective communication both within and outside of the frameworks of particular disciplines. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

### Quantitative Requirement

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

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

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

### Foreign Language Requirement\*

Before the start of the senior year, students must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. Students who are prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which they are proficient. Students cannot use the same course to meet both the Foreign Language and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

\* Non-native speakers of English who matriculated prior to Fall 2020 may choose to satisfy this requirement by coursework in English literature.

### Distribution Requirement: Approaches to Inquiry

The course of study in the major provides students the opportunity to acquire a depth of disciplinary knowledge. In order to ensure exposure to a broad range of frameworks of knowledge and modes of analysis, the College has a distribution requirement that directs students to engage in studies across a variety of fields, exposes them to emerging

areas of scholarship, and prepares them to live in a global society and within diverse communities. The aim of this distribution requirement is to provide a structure to ensure a robust intellectual complement to a student's disciplinary work in the major.

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

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

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

2. Critical Interpretation (CI): critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close reading.

These courses engage students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one's own or the work of others) through close reading of those works.

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

These courses encourage students to engage with communities and cultures removed from their own. Using the tools, methodologies and practices that inform our scholarship, students will develop a deeper sense of what it means to analyze or interpret a human life or community within a "culture." A central goal is to overcome the tendency to think that one's own culture is the only one that matters.

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

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

These Approaches are not confined to any particular department or discipline. Each course that satisfies the distribution requirement will focus on one (or possibly two) of these Approaches. The distribution classifications can be found in the course guide and in BiONiC, and students should work with their deans and advisers to craft their course plan.

Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one of the four Approaches.

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

## The Major

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

The following is a list of major subjects.

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

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

The declaration of a major is part of the Sophomore Planning Process. Students shall consult with the departmental adviser

and complete a major work plan, which the student then shares with the dean.

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

Students may double major with the consent of both major departments and their dean. Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan.

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

An up-to-date overview of the Sophomore Planning Process and details about each of the components are posted on the Dean's Office website each fall.

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

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

## The Independent Major Program

The Independent Major at Bryn Mawr may provide an option for students whose interests cannot be accommodated by an established major. An independent major is a coherent, structured plan of study consisting of introductory through advanced courses in a recognizable field within the liberal arts. It is not simply a combination of courses in several fields. Every independent major is overseen by two faculty members: the primary adviser must be a member of the Bryn Mawr faculty; the secondary adviser may be either from Bryn Mawr or Haverford. Students should keep the following in mind when considering an independent major:

- Students should seek advice early in the process. Most students meet with potential faculty advisers and their dean in the spring of the freshman year to share their interests and to begin developing plans.
- Students should have a back-up plan for an established major in case they cannot find faculty advisers or their independent major proposal is not approved.
- There are drawbacks to an independent major.
  - Students do not have a cohort of fellow students following the same pathway, potentially leading to a somewhat isolating experience, especially in the senior year.
  - Faculty sabbatical schedules can complicate finding faculty members available to provide advising in the junior and senior years.
  - Students planning to incorporate advanced Swarthmore and Penn courses into their major plans should be aware

## THE ACADEMIC PROGRAM

that they may not get into those courses, as Swarthmore and Penn students are given first priority.

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

- A proposal that describes the student's interest in the proposed field of study. The proposal should explain why the student's interests cannot be accommodated by an established major, or a combination of an established major and a minor or concentration. It should identify the key intellectual questions the major will address and explain how each proposed course contributes to the exploration of those questions. The proposal should include possible ideas for a thesis topic.
- A course list of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan should include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403). No more than two 403 courses can count towards the thesis. The proposal should include a list of five or six alternate courses.
- Proposal review forms from the faculty advisers that address the merits of the proposal, the course list, the student's preparation for the proposed course of study, and the process by which the student conferred with the advisers.
- A copy of the student's transcript. The usual deadline is the end of the fourth week of classes in the spring of the sophomore year. On rare occasions, juniors apply for an independent major (to supplement or replace an already declared departmental major). The junior deadline is the end of the fourth week of classes in the fall of the junior year. Applications submitted after the junior deadline will not be considered.

All complete applications are reviewed by the Independent Major committee, which is composed of three or four faculty members, two students who are themselves independent majors, and Associate Dean Michelle Mancini. The committee's decisions are final. The fact that a particular topic was approved in the past is not a guarantee that it will be approved again.

The committee considers the following issues:

- Is the proposed major appropriate within the context of a liberal arts college?
- Could the proposed major be accommodated instead by an established major and minor?
- Does the proposal convey its intellectual concerns and the role each course will play in this inquiry?
- Are the proposed courses (including alternates) expected to be offered over the next two years?
- Will the faculty members be available for advising?
- Does the student's record predict success in the proposed major?

The Committee will sometimes ask for revision before making a decision. If the committee approves the proposal, the student submits an independent major work plan. The plan is reviewed and signed by the faculty advisers and the chair of the independent major committee. The committee continues to monitor the progress of students who have declared independent majors and must approve, along with the advisers,

any significant changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

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

## Physical Education Requirement

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

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

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

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

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

Students are expected to complete all aspects of the PE requirement before Spring Break of their sophomore year. Failure to meet these expectations will affect a student's position in the following year room draw, may affect their eligibility for study abroad, and will be reported to the Dean's Office.

## McBride and Transfer Students

For the purposes of the P.E. requirement, McBride students are treated as either sophomore or junior transfer students, depending on their academic status. All transfers must complete the swim proficiency requirement by either completing the swim proficiency test or by completing a swim class at Bryn Mawr College. Sophomore transfer students must also complete 3 credits of P.E. from the general requirements. Junior transfer students must complete 1 credit of P.E. from the General Requirements. For specifics on credit allocation and



polices regarding what programs satisfy P.E. requirements, students and advisors are encouraged to reference the Physical Education Website: [http://athletics.brynmawr.edu/information/physical\\_education/requirements#mcbride](http://athletics.brynmawr.edu/information/physical_education/requirements#mcbride).

## Residency Requirement

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

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

## Exceptions

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

## Commencement Participation

The College holds a Commencement Ceremony every May to honor students who have finished their degrees and those who are on track to finish in August and December. To participate, students present a viable plan to the Registrar early in the spring semester demonstrating that they will complete all degree requirements by the upcoming May, August or December. In addition, students who finish degrees in August and December who chose not to participate the previous May are invited to celebrate their completion at the following May Commencement instead.

# ACADEMIC REGULATIONS

## Registration

Each semester, all Bryn Mawr students preregister for the next semester's courses in consultation with their deans or faculty advisers. Once a student has selected a major, the student must consult the major adviser; prior to that, the student consults the dean. Failure to preregister means a student is excluded from any necessary enrollment lotteries.

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

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean or, in the case of an accommodation for a disability, arranged through the Access Services Office. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval.

## Credit/No Credit Option

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

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

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

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

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

Students may not take any courses in their major under the CR/NC option, but they may use it to take courses towards the Emily Balch Seminar, Quantitative Readiness, Quantitative and Mathematical Reasoning, Distribution or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement. It is the student's responsibility to consult the Academic Requirements feature of the student's Student Center in BiONiC to determine whether a course the student took CR/NC has satisfied a particular requirement.

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

Special Grading Policy for Spring 2020: a special grading policy was put into place in response to the COVID-19 Pandemic for Spring 2020. Students were permitted to elect to take all courses in the semester Credit/No Credit. Courses taken Credit/No Credit in Spring 2020 do not count toward the standard Credit/No Credit limit and may include courses in the major subject, but in all other ways adhere to the Credit/No Credit policy. In addition, Faculty were given the option to grade courses Pass/Fail (P or F). With Pass/Fail there is no underlying grade. Pass/Fail are not included in the GPA calculation, are not included in the Credit/No Credit limit, and may be given in courses in the major subject. P grades may be used toward College requirements

## Course Options

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

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

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

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

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

## Half-Semester Courses

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

## Cooperation with Neighboring Institutions

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

Virtually all undergraduate courses at Haverford College are fully open to Bryn Mawr students. Students register for Haverford courses in exactly the same manner as they do for Bryn Mawr courses, and throughout most of the semester will follow Bryn Mawr procedures. If extensions beyond the deadline for written work or beyond the exam period are

necessary, the student must be in compliance with both Bryn Mawr and Haverford regulations.

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

Bryn Mawr students in good academic standing may register for up to two courses per semester at the University of Pennsylvania on a space-available basis, provided that the course does not focus on material that is covered by courses at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn. These courses will normally be liberal arts courses offered by the College of Arts and Sciences. However, over one's time at Bryn Mawr, a student may count towards the degree up to four courses taught outside the College of Arts and Sciences at the University of Pennsylvania. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year. These courses must be taken during the fall or spring semesters; summer courses are excluded.

Complete information on the process of requesting and registering for a Penn course is available on the Bryn Mawr Registrar's website. Bryn Mawr students must meet all Penn deadlines for dropping and adding courses and must make arrangements for variations in academic calendars. Note that Bryn Mawr students cannot shop Penn classes. Students should consult their deans or the Bryn Mawr registrar's office if they have any questions about Penn courses or registration procedures.

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

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

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

Bryn Mawr students enrolled in courses at Swarthmore, the University of Pennsylvania, or Villanova are subject to the regulations of these institutions. Students are responsible for informing themselves and remaining in compliance with these regulations as well as with Bryn Mawr regulations.

## Conduct of Courses

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

## Quizzes, Examinations and Extensions

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

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

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

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

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

During the course of the semester, if a student is unable to complete the work for reasons the student cannot control, the student should contact the professor in advance of the

deadline, if at all possible, to request an extension. Extensions are generally not given after a deadline has already passed.

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

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

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

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

Specific dates for all deadlines are published and circulated by the registrar. It is students' responsibilities to inform themselves of these dates.

## Grading and Academic Record

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

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

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

### Repeating Courses

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

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

### Satisfactory Academic Progress

The Committee on Academic Standing (CAS): The Committee reviews student records and identifies paths forward when a student is not making satisfactory progress towards the degree as defined below. Our Standards are designed to guarantee that every Bryn Mawr graduate has met a minimum standard of quality of work, and to identify students in jeopardy so that we can intervene, warn, and provide appropriate supports to help them succeed.

Satisfactory Progress: Students are expected to meet the following Standards every semester. Those who do not will be reviewed by the Committee. The Committee may also review the records of students who meet these specific Standards but whose work has significantly deteriorated.

#### General Academic Performance

- Failure Rule: Students must not earn a grade of 0.0 or NC in two or more courses, concurrently or cumulatively.
- Merit Rule: Students must earn grades of 2.0 or higher in at least one half of the total number of units each semester and cumulatively, including courses taken Cr/NC but excluding those from which the student has withdrawn. At the end of the sixth semester, any student who has earned more grades below 2.0 than at or above 2.0, cumulatively, may be excluded from the college.

#### Performance in the major

- Students may not choose a major in which they have earned a grade of 0.0 or NC or in which their average grade is below 2.0.
- Once declared, every student must maintain grades of 2.0 or higher in all courses in the major. Any student receiving a grade below 2.0 in any course within the major subject or required by the major, including one taken at another institution, will be reviewed not only by CAS but also by the major department and may be required to change the major.
- A student required to change the major must identify a new major and a path towards completing it. Students may be

placed on Academic Leave to develop the basis of a new major through coursework at another college.

- At the end of the sixth semester, any student with a major subject average below 2.0 must change the major and may be excluded from the college if there is no alternative major.

#### Pace

- Students must earn credit (with a grade of 1.0 or better) for at least 2/3 of all course units attempted each semester and cumulatively. Any course that appears on the transcript, including those from which the student has withdrawn, constitutes a course "attempted." Exceptions are made for students who withdraw from courses in preparation for a medical or emergency leave of absence but meet the Academic Standards of Work in other respects. These students are evaluated and warned through the re-enrollment process when they apply to return to the College.
- Students must earn credit for a minimum of 3 units each semester. Exceptions are made for McBride Scholars and other students in unusual circumstances who have been granted permission at the start of the semester to enroll in only 1 or 2 courses.
- Every full-time student must have earned a minimum of 15 units before the start of the fifth semester, including transfer credits. Every full-time student must also satisfy the Emily Balch Seminar requirement by the end of the second semester, must complete the Physical Education Requirement and declare a major by the end of the fourth semester, and must complete the Distribution, Foreign Language and Quantitative Requirements by the end of the sixth semester. Students may petition the Special Cases Subcommittee of CAS for exceptions to these academic deadlines or the Department of Athletics for exceptions to the Physical Education deadlines. Those not granted exceptions will be reviewed by CAS.

**Procedures:** When a student in good standing fails to meet any of the above standards (and has not been granted an exception as outlined above), the Committee will place the student on Academic Warning and/or Major Subject Warning for the following semester. Alternatively, if time off is recommended for programmatic, performance or other reasons, the student will be placed on Academic Leave and then on Warning during the semester of return. During a semester of Warning, each student must

- enroll in a maximum of 4.0 units,
- take courses only at Bryn Mawr or Haverford,
- limit nonacademic commitments (with participation in intercollegiate athletics requiring express permission of their dean and the director of athletics), and
- satisfy any other standards set by the Committee.

Students must meet all standards set for them to regain good standing. Those who do not do so must take an Academic Leave or successfully appeal to the Committee to continue at the College on Academic Probation and/or Major Subject

Probation. Students on Probation are subject to the same restrictions as students on Warning.

Before being readmitted on Warning or Probation, any student on Academic Leave must meet all expectations set by the Committee and demonstrate preparation to do satisfactory work upon return.

## Cumulative Grade Point Averages

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

## Distinctions

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

### Cum laude

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

### Magna cum laude

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

### Summa cum laude

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

Note: For the last five years the 10 students with the highest recalculated grade point averages in the class have had recalculated grade point averages equal to or exceeding 3.92

## Credit for Work Done Elsewhere

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

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or "credit" are not acceptable.
- No on-line, correspondence, or distance learning courses,

even those sponsored by an accredited four-year institution, are eligible for transfer.

- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

To count a transferred course towards a College requirement (such as an Approach), students must obtain prior approval from their dean, the Registrar, and the Special Cases Committee.

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

**Domestic Summer Work:** Students who wish to receive credit for summer school work at an institution in the United States must have the institutions, their programs and the courses they will take approved in advance by the Registrar. Students must present to the Registrar an official transcript within one semester of completion of the course. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

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

**Summer Study Abroad:** Students must obtain pre-approval of the institution/program and the courses they wish to take abroad for credit. To ensure transfer credit, students should request that an official transcript from the summer study abroad program be sent to the Registrar within one semester of completion of the course(s). Students who participate in a Bryn Mawr summer program (e.g., Institut d'Etudes Francaises d'Avignon, Russian Language Institute, and International Summer School in China) do not need to obtain pre-approval for their courses. A total of no more than four units earned in summer 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.

## Study Abroad in the Junior Year

When thoughtfully incorporated into students' academic careers, study abroad can strengthen students' language skills, broaden their academic preparation, introduce them to

## ACADEMIC REGULATIONS

new cultures, and enhance their personal growth. The College has approved approximately ninety programs in colleges and universities in over thirty countries. Students also have the option to participate in a domestic exchange at Spelman College through the Bryn Mawr-Spelman Exchange Program. Students with majors across the humanities, the social sciences and the natural sciences can study abroad.

The Study Abroad Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their degrees. Only those students whose plans are approved by the Committee are able to transfer credits from their study abroad program to apply towards their Bryn Mawr degree. The Study Abroad Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the student's academic program, the student's overall progress towards the degree, and faculty recommendations. The Committee then notifies the student of their decision granting, denying, or giving conditions for permission to study abroad.

Students applying for study abroad must be in good academic and disciplinary standing as well as be on track to complete College-wide degree requirements. In addition, students should declare a major and complete their major work plan and College-wide requirements plan by the required deadlines, before studying abroad.

Most non-English speaking language immersion programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation.

Students typically study abroad for one semester during their academic career. The Committee will consider requests for exceptions from students majoring in a foreign language and those accepted to Oxford or the London School of Economics, which offer year-long programs only. All students interested in study abroad in their junior year must complete an application in the Student Service Center in BIONiC by the deadline stated on the Study Abroad website.

Study abroad students pay Bryn Mawr College tuition to Bryn Mawr College. The College, in turn, pays the program tuition and academic-related fees directly to the institution abroad. Students are responsible for paying room and board costs and all other fees directly to the program or 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. Note that the study abroad budget is limited and in rare circumstances, may not be able to support all those who plan to study abroad.

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

### Credit for Test Scores

Students may use honor scores on Advanced Placement, International Baccalaureate, A-Level, and other exams to enter advanced courses. They may also petition to count

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

### Departure from the College Prior to Graduation

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

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

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

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

While away, students are encouraged to maintain ties to the College community by keeping in contact with their friends, faculty, and deans. Students may undertake short visits to campus as long as they notify their dean in advance. Any student on a leave of absence who visits campus is considered a "guest" of their hosts and is not eligible for College services that are designed for enrolled students.

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

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

Students on personal leave are expected to be taking time away from academics. Those who hope to study full-time at another institution should apply instead for Study or Study Away in the United States. However, if they choose to take

courses as a guest student at another institution in the United States during their leave they should consult our transfer credit policy and may apply to transfer up to two Bryn Mawr units per semester away.

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

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

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

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

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

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

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

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

While on medical leave, students are expected to receive appropriate care, resolve the issues that led to the leave, and develop new strategies through sustained therapy and/or meaningful work. As the leave progresses, students are encouraged to engage in activities that test their strategies and demonstrate their ability to manage challenging situations, such as employment, volunteer responsibilities, or part-time coursework at a college near home. Students are advised to

consult our transfer credit policy and may apply to transfer up to two Bryn Mawr units per semester away.

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

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

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

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

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

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

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

While a short-term hospitalization will naturally interrupt a student's academic life temporarily, many students are able to

recover, return to campus and finish their semesters successfully, usually with extensions on their academic work that have been carefully planned with their dean and instructors. Others will withdraw from most or all courses and embark upon a leave of absence. The dean and student may discuss options while the student is still in the hospital and will continue to work closely together after the student has been discharged.

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

## ACADEMIC OPPORTUNITIES

### Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all courses in the major, minor or concentration. However, if a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option subsequently becomes part of a student's minor or concentration but not part of the major, the grade is not converted to its numerical equivalent.

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

### Combined Degree Programs

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

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing the bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are able to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear on the Dean's Office website. This opportunity is available in those subjects in which the Graduate School of Arts and Sciences offers a master's degree:

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

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

Students majoring or minoring in Psychology or Sociology may pursue this five-year combined degree program. Students in

this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.S.S. sequentially, but are offered the unique opportunity to work towards both degrees concurrently. They may count up to three undergraduate courses towards the M.S.S. and may count up to seven graduate courses as elective transfer credits towards the A.B. Students must complete 24 credits (not including the up to seven credits from the GSSWSR that count towards both degrees) to meet the College's residency requirement.

In March of the junior year, interested students complete an A.B./M.S.S. application in consultation with the A.B./M.S.S. advisor, their major advisor and their dean. After obtaining these approvals, students submit their applications to the Dean of Studies. Eligible students must present an overall grade point average of at least 3.0 at the time of application.

Throughout the first four years of study, a student remains an undergraduate with respect to tuition, financial aid, housing, organized student activities, and the honor code. The student then applies and matriculates into the GSSWSR for the fifth and final year and becomes subject to all its regulations and fees for that year.

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

Students interested in engineering and recommended by Bryn Mawr may apply to transfer into the third year at Caltech to complete two full years of work there, after completing three years of work at the College. At the end of five years they are awarded an A.B. degree by Bryn Mawr and a Bachelor of Science degree by Caltech. Programs are available in many areas of specialization.

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

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3+2 Plan Liaison Officer at Bryn Mawr College (Lisa Watkins for students interested in Chemical Engineering, Mark Matlin for all other Caltech majors) for application in the spring semester of their third year at the College. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

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

#### 3+2 Combined B.A./B.S. Degree Program in Engineering

Bryn Mawr has partnered with Columbia University to offer students interested in engineering the opportunity to complete a Bachelor of Arts from Bryn Mawr and a Bachelor of Science from Columbia's School of Engineering and Applied Science in five years. Students need to have a minimum overall GPA of 3.30 and a B or higher in all math or science courses.



Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Columbia 3+2 Program Liaison Officer at Bryn Mawr for application in the spring semester of their third year at the College. For additional information about course requirements, consult the curriculum guide. For more information about this Program, please contact Professor Mark Matlin in the Department of Physics.

4+1 Accelerated Masters Partnership with the School of Engineering and Applied Science at the University of Pennsylvania

The College's 4+1 Accelerated Masters Partnership with the University of Pennsylvania School of Engineering and Applied Science allows a student to begin work on a Master's degree in Engineering while still enrolled as an undergraduate at Bryn Mawr. Applicants apply in the spring semester of their third year at the College, and are required to major in math or a relevant science and to have major and cumulative GPAs of at least 3.0 and a minimum 3.0 GPA in all math, science, and engineering courses. Applicants are also encouraged to submit GRE scores. Successful applicants are permitted to take up to three graduate courses at Penn while undergraduates through the Quaker Consortium. These courses would count towards a student's undergraduate degree and at the discretion of the major department might also count towards a student's major. Successful applicants may also be eligible to participate in Penn's summer undergraduate research program.

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

Penn Engineering has posted information tailored to prospective 4+1 students on its website. Students interested in this program should consult the 4+1 liaison for their major department, as well as their major adviser. It may be advisable for such students to enroll in one or more introductory engineering courses at Penn during their sophomore year to learn more about engineering and better prepare for graduate level courses.

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

Qualified Bryn Mawr undergraduates may apply to gain early and expedited admission as external "submatriculates" to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics & Health Policy of the University of Pennsylvania's Perelman School of Medicine. For more information, visit <https://www.brynmawr.edu/health-professions-advising/health-related-combined-degrees>. Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

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

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

A Master of Science (MS) in Population Health Research with formal specialization options in:

- Climate and Health
- Epidemiology
- Global Health
- Translation and Implementation Science

In addition, students can earn a Master of Public Health (MPH) degree with the 4+1.5/2 program.

Program benefits include: Scholarships to support up to 25 percent of tuition; waiver of the GRE test; graduate school preparation webinars; access to a dedicated admissions representative; and personalized degree consultations as well as early completion of program requirements.

For more information, visit <https://www.brynmawr.edu/health-professions-advising/health-related-combined-degrees>. Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

#### **4+1 Master's Programs in Several Fields with Aberystwyth University**

Students who successfully complete the A.B. degree at Bryn Mawr and meet the minimum GPA requirements for the particular field of interest to them can apply for admission for a Master's degree at Aberystwyth University in Wales. Aberystwyth offers the Master's degree in 13 fields, which are open to our students. Included among these fields are: Art, Environmental Sciences, Computer Science, Education, History, International Politics, Mathematics and Modern Languages. Interested students must apply no later than November 1st of their senior year and will be notified of their acceptance by Dec. 15th of that year. Students accepted to these graduate programs will receive an Aberystwyth International Scholarship of 2000 pounds per year plus a 10% discount on the net tuition fee after the Scholarship. Students interested in these programs should contact Professor Alice Lesnick, Associate Dean for Global Engagement.

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

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

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

Bryn Mawr students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of

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Pennsylvania teaching certificate may apply 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 senior year.

Bryn Mawr 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 must complete an application for admission.

More information about the secondary education and elementary education master's programs are available on the UPenn GSE website.

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

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

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

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

### **J.D. Scholarship Opportunity with Indiana University's Maurer School of Law**

This partnership is designed to advance BMC and Indiana University Maurer School of Laws' strong commitments to providing meaningful pathways for students to advance their academic interest. This collaboration seeks to provide talented students interested in obtaining a Juris Doctor degree with a scholarship (equaling approximately 50% of tuition) and mentorship.

For more information about this Program, please contact Jennifer Beale, Pre-Law Advisor, in the Career and Civic Engagement Office.

### **The Tri-College (Tri-Co) Philly Program**

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

Students enroll in urban-focused courses from a variety of academic disciplines taught by Tri-Co faculty in Philadelphia. The urban setting provides a sense of place to enhance the classroom experience, helping students learn firsthand how the material in the courses is informed by the urban environment. Speakers and representatives from organizations are invited guests in the classes, and students explore the city through neighborhood tours and also through trips to museums, community-based organizations, archives, and arts and cultural organizations.

In fall 2020 students will take the core course, Race and Place: A Philadelphia Story (SOC1 0481), and one of the following

two elective courses: The Nature of Public Art and the Ethics of Commemoration (PHIL B234); or Grassroots Economies: Creating Livelihoods in an Age of Urban Inequality (POLH H262).

In spring 2021, students will take the core course, A Sociological Journey to Immigrant Communities in Philadelphia (SOCL B232), and one of the following two elective courses: What Happened? Philadelphia and the 2020 Elections (SOC1 056C) or The City of Brotherly Love - Images of a Changing City (GERM H210B).

The program also includes participation in twice-monthly Philadelphia-based cohort activities – some academic in nature, some connected to issues of social justice, and some simply fun. Program students also take part in a pre-program orientation, a mid-semester gathering and a closing dinner.

Sophomores, juniors and seniors are eligible to participate. Costs for travel to classes are covered for all students taking Tri-Co Philly Program courses. Expenses related to the program's co- and extracurricular programming are also covered for students enrolled in the program.

For more information, visit the program website at <https://www.brynmawr.edu/philly-program> or contact Calista Cleary at [ccleary@haverford.edu](mailto:ccleary@haverford.edu).

### **Preparation for Careers in Data Science**

Thanks to a generous gift from Betsy Zubrow Cohen '63, undergraduates can now pursue studies in Data Science. This multidisciplinary field explores the analysis of large-scale data sets to generate knowledge and provide important insights in answering a wide-range of questions. We are in the process of developing a formal program in this field, most likely a minor with a strong liberal arts focus, which will be open to students in all majors at the College. In preparation for this new program, students are encouraged to begin studies in this field with the course, Introduction to Data Science, which will be offered in Fall 2020. Introductory courses in Computer Science (CS 110 or CS 113) and intermediate level courses such as, Social Science Research Using Large Datasets also provide an excellent foundation for work in this area. Courses in statistics offered in the social and natural sciences are strongly recommended for those who plan to pursue studies in Data Science. The Cohen gift also provides students with grants for summer internships and research through our Career and Civic Engagement Center. Students interested in Data Science should contact Professor Marc Schulz, Interim Director of the Program, for further information.

### **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 (regardless of gender) 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; access to the Université d'Avignon library is provided to the group. Students are encouraged to live with French families or in student residences. A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Lisa Kolonay (avignon@brynmawr.edu) and/or visit the Avignon website at [www.brynmawr.edu/avignon](http://www.brynmawr.edu/avignon). For detailed information on the courses offered by the Institut, students should contact Prof. Christophe Corbin (ccorbin1@brynmawr.edu).

The College also participates in summer programs with American Councils advanced Russian Language and Area Studies Program (RLASP) in Moscow, St. Petersburg and other sites in Russia, as well as in Almaty, Kazakhstan. These overseas programs are based at leading universities in Russia and Kazakhstan and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of work in advanced Russian language and culture. Many Bryn Mawr students also take part in the semester (4 units) or academic year (8 units) programs in Russia or Kazakhstan as well. For further information about American Councils programs, students should consult the Department of Russian or American Councils at [www.americancouncils.org](http://www.americancouncils.org).

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

The Russian Language Institute offers a highly-focused curriculum (4 hours per day) and co-curricular environment conducive to the rapid development of linguistic and cultural proficiency. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). This highly-intensive program provides the equivalent of a full academic year of Russian to participants who complete the eight-week program. Students may use units completed at RLI to advance to the next level of study at their home institution or to help fulfill the language requirement. Most RLI participants elect to reside on-campus at the Russian-speaking residential hall, as part of the overall RLI learning experience.

## Study Abroad in the Junior Year

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

The Study Abroad Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their Bryn Mawr degrees. Only those students whose plans are approved by the Committee will be allowed to transfer credits from their study abroad programs towards their Bryn Mawr degrees. The Study Abroad Committee determines a student's eligibility by looking at a variety of factors, including the overall and major

grade point averages, the intellectual coherence of the study abroad experience with the student's academic program, the student's overall progress towards the degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their decision granting, denying, or giving conditions for permission to study abroad.

Students applying for study abroad must be in good academic and disciplinary standing and must be on track to complete College-wide degree requirements. In addition, students must declare a major and complete their major work plan and College-wide requirements plan by the required deadline.

Most non-English speaking language immersion programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

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

Study abroad students pay Bryn Mawr College tuition regardless of the tuition cost of the study abroad program. The College, in turn, pays the program tuition and academic-related fees directly to the institution abroad. Students are responsible for paying room and board costs and all other fees directly to the program or to the appropriate service provider.

Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years. If the study abroad budget is not able to support all of those on aid who plan to study abroad, priority will be given to those for whom it is most appropriate academically and to those who have had the least international experience.

## Preparation for Careers in Architecture

Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning (including courses offered by the departments of Classical and Near Eastern Archaeology, History of Art and Fine Arts (HC) 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 the program director in the Growth and Structure of Cities Program.

## Preparation for Careers in the Health Professions

Bryn Mawr College offers an environment where students

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can gain a strong foundation in the competencies required by health professions programs through coursework, experiential learning in health-related settings, and community service. Bryn Mawr offers courses that meet requirements for admission to professional schools in many health fields. Many of these programs are re-evaluating the competencies they expect students to cultivate in the academic, personal, and interpersonal realms. Students must be aware of the schools' admission requirements as well as the topics covered on the relevant standardized tests. The minimal requirements for most medical and dental schools include one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, and one semester of biological chemistry; however, several medical and dental schools require additional upper-level courses in biology as well as math and/or statistics courses. Some schools require or recommend additional courses in the social sciences and/or in the humanities. Many dental schools require courses in microbiology and in anatomy and physiology. Many schools of veterinary medicine require upper-level courses in biology as well as extensive experience working with a variety of animal species. All students must be aware that the topics covered on the standardized tests for these professions might require additional courses that are recommended but not required by all schools. For example, to be successful in the Medical College Admission Test (MCAT), students need grounding in psychology and biochemistry. Given the many variables, students are urged to meet with the Assistant Dean for Health Professions Advising, Gail Glicksman, who can help each student identify academic and co-curricular requirements to fit their needs.

International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four-year medical school education. International students are encouraged to contact the undergraduate health professions advisor to discuss the significant challenges faced by international students seeking admission to U.S. medical schools as well as to other health professional schools.

The Health Professions Advising Office publishes the Guide for First- and Second-Year Students interested in the Health Professions. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. Students interested in the health professions are encouraged to meet with the Assistant Dean for Health Professions Advising and to review the Health Professions Advising Office website.

## Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of "pre-law" courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr's well-established student self-government process, "shadowing" alumnae/i lawyers through the Career and Civic Engagement's externship program, attending Center law career panels, doing an internship and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance at

any point in their career about the law-school application and admission process should consult with the College's pre-law advisor, Jennifer Beale, at Career and Civic Engagement. Please email her at [jbeale@brynmawr.edu](mailto:jbeale@brynmawr.edu) to be added to the prelaw listserv and/or make an appointment on Handshake.

## Teacher Certification

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

## Air Force Reserve Officer Training Corps (AFROTC)

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

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

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

Further information on the AFROTC program at Saint Joseph's University can be found at [sites.sju.edu/afrotc](http://sites.sju.edu/afrotc), or students can contact detachment personnel directly at: Unit Admissions Officer, AFROTC Detachment 750, Saint Joseph's University, Philadelphia, PA 19131; Phone: 610-660-3190; Email: [rotc@sju.edu](mailto:rotc@sju.edu).

## Army Reserve Officer Training Corps (SROTC)

Bryn Mawr College participates in a cross-town agreement with Widener University to offer college students Army Reserve Officers' Training Corps. ROTC is comprised of college students who, in addition to their academic discipline, study Military Science. Military Science is an elective managerial training program designed to develop college men and women for positions of leadership and responsibility as junior officers in the U.S. Army, Army Reserve or the Army National Guard.

The ROTC curriculum, offered at Widener University, and its cross-town partners Villanova and West Chester Universities, encourages critical thinking, goal setting, and problem solving through and interdisciplinary study of leadership and managerial principles. Specifically the program is structured to develop skills in interpersonal motivation, decision making, communication and supervision, cultural awareness, physical fitness, tenacity and a strong work ethic.

Compatible with any academic major, the ROTC program enhances a student's development in college. The Army ROTC program is offered in two, three and four-year programs of instruction. For more information <https://www.widener.edu/academics/undergraduate-programs/army-rotc>

## Centers for 21st Century Inquiry

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

Flexible and inclusive, the Centers help ensure that the College's curriculum adapts to changing circumstances and evolving methods and fields of study. Through research, presentations and public discussions, the Centers foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

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

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world. It builds on the tradition, in art and archeological study at Bryn Mawr while supporting inquiry and exploration into modern and visual expression.

## Continuing Education Program

The Continuing Education Program provides highly qualified women, men, and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a

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

## Postbaccalaureate Premedical Program

The Postbaccalaureate Premedical Program at Bryn Mawr College was established in 1972 and is designed for men and women who are highly motivated to pursue a career in medicine yet have not completed the science prerequisite coursework necessary for applying to medical school. It is an intensive 12-month, full-time program for approximately 75 students per year. Students in the program reflect broad diversity in terms of age, educational and professional experience, socioeconomic background, and cultural and racial identity. In addition to their coursework, postbac students volunteer with various Philadelphia-area healthcare organizations, participate in health-related programming, and come together socially to form a tight-knit community. Applications should be submitted as early as possible during our application season because decisions are made on a rolling basis and the postbac program is highly selective. Please visit [www.brynmawr.edu/postbac](http://www.brynmawr.edu/postbac) for complete information.

Students enrolled in the postbac program may elect to forgo the traditional application process to medical and dental school by applying through one of eighteen linkage programs. Those accepted through linkage enter medical or dental school in the August immediately after completing their postbaccalaureate year. Otherwise, students apply after completing their postbaccalaureate studies and matriculate one year later.

## The Emily Balch Seminars

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

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

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

The seminars are organized around fundamental questions in contemporary or classical thought that students will inevitably address in their lives, regardless of the majors they elect at Bryn

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Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

An important goal of the seminars is to give students instruction and practice in writing as a flexible tool of inquiry and interpretation. Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

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

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

### 360°

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

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

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

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

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

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

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

3. 360° engages students and faculty in active and interactive ways through experiential learning.

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

4. 360° will encourage students and faculty to reflect on these

different perspectives in explicit ways.

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

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

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

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

## Focus Courses

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

## Athletics and Physical Education

### Faculty

Kathy Tierney, Director of Athletics and Physical Education

Paul Stinson, Instructor and Head Soccer Coach

Hayley Kirby, Instructor and Head Volleyball Coach

Rebecca Tyler, Lecturer and Head Coach of Basketball

Victor Brady, Lecturer and Head Field Hockey Coach

Doanh Wang, Lecturer and Head Tennis Coach

Pat McDevitt, Lecturer, Head Swim Coach and Aquatics Director

Laura Kemper, Senior Lecturer and Assistant Athletic Trainer

Terry McLaughlin, Senior Lecturer and Head Athletic Trainer

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

Carol Bower, Senior Lecturer and Head Rowing Coach

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available through Student Activities in a range of sports; including equestrian, fencing, karate, ice-skating, squash, and Ultimate Frisbee.

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits that will enhance the quality of life. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes,

and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. Students can also enroll in physical education classes at Swarthmore and Haverford Colleges.

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

The renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The 11,500 sq. ft. fitness center boasts more than 50 pieces of cardio equipment and 15 selectorized weight machines. The fitness center has over 100 different workout options, including drop-in classes, free weights, indoor cycling bicycles, and cardiovascular and strength training machines.

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

The outdoor athletics and recreation facilities include two varsity athletics playing fields, seven tennis courts and two fields for recreational and club sport usage. The Shillingford and Applebee Fields are home to the College's field hockey, soccer and lacrosse programs.

## Praxis Program

The Praxis Program, offered through the Career & Civic Engagement Center, promotes the development of experiential learning and ethical engagement with community-based organizations and issues in connection with the Bryn Mawr academic curriculum. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. Praxis Program staff assist faculty in identifying, establishing and supporting field placements in a wide variety of organizations, such as public health centers, community art programs, museums, community-development and social service agencies, schools, and local government offices. There are several types of Praxis courses, including Praxis I and II, Praxis Independent Study, and Praxis Fieldwork Seminar. They are all described below and at <https://www.brynmawr.edu/career-civic/academic-connections-praxis>.

Praxis courses are characterized by genuine collaboration with community-based organizations. The nature of fieldwork, assignments, and projects varies according to the learning objectives for the course and according to the needs of the

community partner. The different types of Praxis courses require increasing amounts of fieldwork but do not need to be taken successively. Students may enroll in more than one Praxis course at a time and are sometimes able to use the same field placement to meet the requirements of both courses.

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

Praxis II Departmental Courses include a more substantial fieldwork component that engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7 hours per week or 20-70 hours per semester. Praxis II courses might include: weekly fieldwork in local classrooms or community-based organizations; community-based research; project-based activities such as creating a curriculum, designing a website, or curating a museum exhibit. The Praxis Fieldwork Agreement is an important part of all Praxis II courses. This document outlines the learning and placement objectives of the Praxis component and is signed by the course instructor, the field supervisor, the Praxis coordinator and the student.

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

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

Advanced planning is required for students wanting to develop a Praxis Independent Study course or to enroll in a Praxis Fieldwork Seminar course. This planning includes completing an application, identifying a fieldsite and faculty advisor (not required for the Praxis Fieldwork Seminar courses) and developing the Praxis Learning Plan. At least one semester ahead of time, students should review the online resource

## ACADEMIC OPPORTUNITIES / ACADEMIC AWARDS AND PRIZES

material available at <https://www.brynmawr.edu/lilac/praxis-courses>, attend information sessions and/or schedule an appointment with Lise Reno, the Praxis Fieldwork Coordinator or one of the Praxis Program Directors, Nell Anderson and Liv Raddatz for additional guidance in developing a Praxis Independent Study course. The application and registration timeline for each semester is posted at <https://www.brynmawr.edu/career-civic/academic-connections-praxis/praxis-independent-study>.

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

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

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

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

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

ARCH 693	Studies in Greek Pottery
CHEM 534	Organometallic Chemistry
FREN 655	Rousseau polémiste
HART 607	Women in Medieval Art
GREK 643	Readings in Greek History
MATH 506	Graduate Topology
PHYS 503, 504	Electromagnetic Theory I and II

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

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the

freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself. Today, faculty of the GSSWSR also participate in undergraduate departments and programs through their involvement with the interdisciplinary minors offered by the College, and through supervision of undergraduate Praxis and senior thesis experiences.

As part of the Bryn Mawr College academic community and throughout its 100+ year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities, both locally and globally.

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

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

SOWK 556	Caring for an Aging America
SOWK 557	An Introduction to Organizational Behavior: The Art and Science
SOWK 574	Child Welfare: Policy, Practice, and Research
SOWK 563	Global Public Health
SOWK 587	Integrated Health Care and Social Work
SOWK 590	Social Work Practice with Immigrants and Refugees

## ACADEMIC AWARDS AND PRIZES

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

The Academy of American Poets Prize, awarded in memory of Marie Bullock, the Academy's founder and president, is given



each year to the student who submits to the Department of English the best poem or group of poems. (1957)

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

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

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

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

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

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

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

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

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

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

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were

students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. It is awarded to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

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

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

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

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

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

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

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

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

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

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

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and

## ACADEMIC AWARDS AND PRIZES

staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic distinction and community service accomplishments. The fund provides support for an internship or other special project.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to

study foreign languages abroad during the summer under the auspices of an approved program. (1964)

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

## Scholarships for Medical Study

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

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

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

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

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

## AREAS OF STUDY

### Definitions

#### MAJOR

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

Anthropology  
Astronomy (Haverford College)  
Astrophysics (Haverford College)  
Biochemistry and Molecular Biology  
Biology  
Chemistry  
Classical and Near Eastern Archaeology  
Classical Culture and Society  
Classical Languages  
Comparative Literature

Computer Science  
East Asian Languages and Cultures  
Economics  
English  
Environmental Studies (Bi-Co Major)  
Fine Arts (Haverford College)  
French and Francophone Studies  
Geology  
German and German Studies  
Greek  
Growth and Structure of Cities  
History  
History of Art  
Italian and Italian Studies  
International Studies  
Latin  
Linguistics (Tri-College Major)  
Linguistics and Languages (Tri-College Major)  
Mathematics  
Music (Haverford College)  
Philosophy  
Physics  
Political Science  
Psychology  
Religion (Haverford College)  
Romance Languages  
Russian  
Sociology  
Spanish

#### MINOR

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

Africana Studies  
Anthropology  
Astronomy (at Haverford)  
Biology  
Chemistry  
Child and Family Studies  
Chinese  
Classical and Near Eastern Archaeology  
Classical Culture and Society  
Comparative Literature  
Computational Methods  
Computer Science  
Creative Writing  
Dance  
East Asian Languages and Cultures  
Economics  
Education  
English  
Environmental Studies (Tri-Co minor)  
Film Studies  
French and Francophone Studies  
Gender and Sexuality Studies  
Geology  
German and German Studies  
Greek  
Growth and Structure of Cities  
Health Studies

## AREAS OF STUDY

History  
History of Art  
International Studies  
Italian and Italian Studies  
Japanese  
Latin  
Latin American, Iberian, and Latina/o Studies  
Linguistics  
Mathematics  
Middle Eastern Studies  
Museum Studies  
Music (at Haverford)  
Neuroscience  
Philosophy  
Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
Statistics (Haverford College)  
Theater  
Visual Studies (at Haverford)

## CONCENTRATION

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

Gender and Sexuality Studies

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

Peace, Conflict and Social Justice Studies

## Key to Course Letters

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

HEBR Hebrew and Judaic Studies  
HIST History  
HLTH Health Studies  
INST International Studies  
ITAL Italian  
INDT Independent Programs  
JNSE Japanese  
LATN Latin  
LING Linguistics  
MATH Mathematics  
MEST Middle Eastern Studies  
MUSC Music  
PHIL Philosophy  
PHYS Physics  
POLS Political Science  
PSYC Psychology  
RELG Religion  
RUSS Russian  
SOCL Sociology  
SPAN Spanish  
STAT Statistics  
WRIT Writing Program

## Key to Course Numbers

001-099 These course numbers are used by only a few departments. They refer to introductory courses that are not counted towards the major.

100-199 Introductory courses.

200-299 Introductory and intermediate-level courses

300-399 Advanced courses.

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

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter hours. A quarter course (or Focus course) carries 0.5 units.

## Key to Requirement Indicators

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

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

Scientific Inquiry (SI): Indicates courses that meet the requirement for work in SI.

Critical Interpretation (CI): Indicates courses that meet the requirement for work in CI.

Cross-Cultural Analysis (CC): Indicates courses that meet the requirement for work CC.

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

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

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

## Neighboring College Courses

Selected Haverford College courses may be listed in this catalog when applicable to Bryn Mawr programs. Consult the

Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore are available through the Tri-Co Course Guide. Catalogs and course guides for Penn and Villanova are available through each institution's website.

## **Course Descriptions**

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

At the time of this printing, the course offerings and descriptions that follow were accurate. Whenever possible, courses that will not be offered in the current year are so noted. There may be courses offered in the current year for which information was not available at the time of this catalog printing. For the most up-to-date and complete information regarding course offerings, faculty, status, and college requirements, please consult BiONic at <https://vbm.brynmawr.edu>.

## DEPARTMENTS AND PROGRAMS

### AFRICANA STUDIES

The Bryn Mawr Africana Studies Program brings an international vantage to the study of Africa and its diasporas. Drawing on analytical and affective perspectives from anthropology, dance, economics, history, literary studies, languages, political science, religion, international studies, the health sciences, education, the fine arts, museum studies, creative writing, and sociology, the Program focuses on Africa and peoples of African descent within the context of increasing globalization and dramatic cultural, economic, and political change. We are also grounded in rigorous study of the past through competing historiographies and the use of science in the creation and deployment of the construct of race.

In consortial relationship with Haverford College, Swarthmore College, and the University of Pennsylvania, Bryn Mawr offers its students the opportunity to take a broad range of courses by enrolling in courses offered by all participating institutions. The African Studies Center at Penn offers courses and specialized language training which our students utilize. (African language courses should be used to satisfy the student's foreign language requirement.) Moreover, Bryn Mawr students participate in study abroad programs offered in South Africa. Bryn Mawr and Haverford students may also participate in the Dalun Bi-Co Lagim Tehi Tuma Summer Fellowship Program in Northern Ghana.

Students are encouraged to begin their work in the Africana Studies Program by taking any one of eight gateway courses: "Introduction to African Civilizations" (HIST B102 or ICPR 101 at Haverford); "The Global Short Story" (ENGL B104); "Themes in the Anthropology of Religion" (REL H155); "Africa in the World" (ANTH B202); "Afro-Futurisms" (ENGL B222); "The Atlantic World" (HIST B200); "Transnational Writing" (ENGL B283); or "Black America in Sociological Perspective" (SOCL B299). The required gateway course provides students with an intellectual experience in multiple disciplines as well as the foundations for subsequent courses in Africana Studies. The course should be completed by the end of the student's junior year.

#### Core and Affiliated Faculty

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

Linda-Susan Beard, Associate Professor of English

Susanna Fioratta, Assistant Professor of Anthropology

Chloe Flower, Assistant Professor of English

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

Alessandro Giammei, Assistant Professor of Italian

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

Lela Aisha Jones, Assistant Professor of Dance

Madhavi Kale, Chair and Professor of History

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Faculty Convener of International Programs (on leave semester I)

Dee Matthews, Assistant Professor of Creative Writing (on leave semesters I & II)

Veronica Montes, Assistant Professor of Sociology and Co-Director of the Latin American, Iberian, and Latina/o Studies Program

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

Mary Osirim, Professor of Sociology

Bethany Schneider, Associate Professor of English

Monique Scott, Director of Museum Studies

Piper Sledge, Assistant Professor of Sociology

Julien Suaudeau, Lecturer in French

Mecca Sullivan, Assistant Professor of English (on leave semesters I & II)

Michael Tratner, Mary E. Garrett Alumnae Professor in English

Sharon Ullman, Professor of History

Robert Washington, Professor of Sociology

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

Chanelle Wilson, Assistant Professor of Education and Director of Africana Studies

#### Africana Librarians

Eric Pumroy

Carrie Robbins

Marianne Weldon

Arleen Zimmerle

#### Africana Administrator

Jennifer Russell

#### Minor Requirements

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

One-semester gateway course: Introduction to African Civilizations (HIST B102 at Bryn Mawr or ICPR 101 at Haverford); "The Global Short Story" (ENGL B104 for first-years and sophomores only); "Themes in Anthropology of Religion" (REL H155); "Africa in the World" (ANTH B202); "Afro-Futurisms" (ENGL B222); "The Atlantic World" (HIST B200); "Transnational Writing" (ENGL B283) or "Black American in Sociological Perspective" (SOCL B229). Students may not count gateway courses twice. Any additional gateway course will count as a general elective.

Five additional semester courses from at least two different departments and divisions are to be chosen from an annual Bryn Mawr-approved list of courses at Bryn Mawr, Haverford, Penn, or Swarthmore, or by permission of the Bryn Mawr Africana Steering Committee. At least two of these courses have to be taken at Bryn Mawr or Haverford. One course from studying away may fulfill this requirement as well if the

course is approved, in advance, by the Steering Committee. At least one of the additional courses should normally be at the 300-level. Units of Independent Study (403) may be used to fulfill this requirement. Only two courses of these five Africana Studies courses may overlap with courses taken to fulfill requirements in the student's major.

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

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

The student should indicate the proposed focus of the minor in writing at the time of registration for the minor.

The final requirement is a capstone experience that consolidates or synthesizes the student's focus in the minor (e.g. a thematic or comparative emphasis). This constitutes a sixth course or its equivalent. This can be satisfied by taking a capstone course at the 300-level within the major or another field. If the department in which the student is majoring requires a thesis, the Africana Studies requirement can be satisfied by writing on a topic related to the minor that is approved by the student's department. If the major department does not require a thesis or the student does not choose to write a thesis, a seminar essay may be substituted written within the framework of a capstone course or as an independent study project. A copy of the thesis or the seminar essay will be retained in the Africana Studies archives.

Students wishing to construct an independent major in Africana Studies should make a proposal to the Committee on Independent Majors. The Steering Committee will consult and advise students with such an interest. Students should begin exploring this possibility as early as possible.

## Courses

### **GNST B103 Introduction to Swahili Language and Culture I**

Not offered 2020-21

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required. Note: GNST B103/B105 do not fulfill the Bryn Mawr College language requirement.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

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

Spring 2021

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

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### **ANTH B339 Migrants, Refugees, and Life Across Borders**

Spring 2021

Borders are often taken for granted as natural divisions in the world, but they are actually the products of political, historical, and social processes. Border crossing is often framed as an aberration or even a crisis, but people have moved for as long as humans have existed. This course approaches borders from an anthropological perspective by foregrounding the experiences of the people who move across them. We explore the interconnected categories of migrants and refugees to understand how people cross borders under different kinds of circumstances: some voluntary, others fleeing conflict or persecution, and still others that seem to fall between these ideal types. We will critically examine how migrants and refugees are qualitatively described and quantitatively defined, as these discursive constructions often determine legal status and reception in host countries, and also inform governmental and humanitarian responses. We will read a selection of ethnographies examining different kinds of migrant and refugee movements in Africa, Europe, the Americas, and Asia, culminating in an extended case study of Africans in China.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward International Studies

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

Not offered 2020-21

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Middle Eastern Studies

## AFRICANA STUDIES

### **ARTD B138 Hip Hop Lineages**

Fall 2020

Hip Hop Lineages is a team-taught practice-based course, exploring the embodied foundations of Hip Hop and its expression as a global phenomenon. Offered on a credit / no-credit basis only.

Course does not meet an Approach  
Counts toward Africana Studies

### **ARTD B267 Diasporic Bodies, Continuous Revivals**

Not offered 2020-21

This dance theory, writing, and practice course takes marronage--the act of escaping from slavery in the Americas to create autonomous communities--as its model. It views Black and African diasporic movement cultures and artistic practices as forms of contemporary marronage, providing spaces of embodied activism, release, restoration, and revival. Students will engage the body as an individual, intimate maroon site and cultivate the embodied collective spaces that counter oppressive systems. By connecting theory and practice, students will build individual and collective consciousness through the resources of narrative, memoir, and nostalgia intertwined with guided movement sessions. We will also utilize creative writing, film, and visual arts as components that enhance potential for deeper embodied engagement. This course is writing attentive and has required movement assignments/presentations. A previous dance studies course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required. No dance experience is necessary, but a willingness to move and create is essential.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### **ARTD B270 Diasporic Bodies, Citizenship, and Dance**

Fall 2020

Take a journey through citizenship, belonging and revolutions, guided by the lived experiences of prominent teachers, choreographers, and performers of traditional and contemporary dances of Black and African descent. Our theory and practice frameworks are grounded in women and LGBTQ+ scholars and dance artists navigating diasporic blackness, citizenship, and nationhood. We will centralize the notion that, Black Life is Tied to All Life, investigating the significance of developing philosophies and practices of integrity, as well as boundary-breaking transformations when traversing dance/movement as a nomadic practice in a globalized world. Dance/movement experience is not a prerequisite, although this is a dance/movement and writing attentive course.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

### **ARTD B348 Dance Ensemble: African Dance Forms**

Spring 2021

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic

or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Counts toward Africana Studies

### **CSTS B108 Roman Africa**

Not offered 2020-21

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### **EDUC B200 Community Learning Collaborative: Practicing Partnership**

Spring 2021

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school". In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Child and Family Studies

### **EDUC B260 Reconceptualizing Power in Education**

Not offered 2020-21

The systematic critical exploration of the influence of power in education requires attention and re-conceptualization; this course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in contemporary societies. Supporting students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status,



and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Praxis Program

### **EDUC B266 Critical Issues in Urban Education**

Spring 2021

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. Weekly fieldwork in a school required.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Praxis Program

### **EDUC B282 Abolitionist Teaching for Education Revolution**

Fall 2020

This course will focus on the development of a critical consciousness, utilizing abolitionist teaching pedagogy and culturally responsive pedagogy, as tools for social transformation and resistance. Postcolonial Theory and Critical Race Theory will be utilized as lenses for understanding the impact of white supremacy in deeply rooted institutions. Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices often continue a legacy of oppression, in different forms. Postcolonial Theory provides a variety of methodological tools for the analysis of education and culture that are especially relevant in the age of globalization, necessitating the reconceptualization of citizenship. Critical Race Theory offers a set of tenets that can be used to contextualize subjugation and implement practices that amplify the voices of the marginalized. Afro-centrism and Critical Black Feminism inform a revolutionized education, which can, and should, support students’ pursuit of a politics of resistance, subversion, and transformation. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US education as a case study. Experiential trips to Afrocentric and non-traditional educational spaces add depth to our work. In this course, we will consider the productive tensions between an explicit commitment to ideas of emancipation and progress, and the postcolonial concepts and paradigms which impact what is created in the achievement of education revolution.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

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

Fall 2020

The majority of the most provocative and interesting English-language literary production at the current moment hails from African nations, India, Oceania and their diasporae throughout the world. A significant number of major international literary prizes have been awarded to members of these writing communities who cross borders, continents, passport identities,

and traditions in their experiments with narration, place, politics, and the creolization of English. The late Nigerian novelist and memoirist Chinua Achebe said of the English language, in particular: “Do not be fooled by the fact that we may write in English because we intend to do unheard of things with it.”

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

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

Not offered 2020-21

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists’ narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia’s vibrant hip-hop and literature scene. For additional information see the program’s website <https://www.brynmawr.edu/philly-program>

Critical Interpretation (CI)  
Counts toward Africana Studies

### **ENGL B217 Narratives of Latinidad**

Spring 2021

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B222 “Afro-Futurism”**

Not offered 2020-21

The study of “Afro-Futurism” is the cultural, artistic, and political exploration of African and diasporan visions and critiques of the past, present and future. It presents worlds inflected by the ancient conjurations of African forebears, chattel slaves, and free African Americans from the 19th to the 21st century. The

## AFRICANA STUDIES

supranatural worlds of Afro-Futurism brings into sharp focus the laws of both nature and society. It has given birth to a revision of the science fiction and fantasy genres by writers such as Nnedi Okorafor, Octavia Butler, Nalo Hopkinson, Tomi Adeyeni, and Deji Bryce Olukotun. Prerequisites: Contemporary enrollment in or completion of the Emily Balch Seminar, its Haverford equivalent, or College permission to bypass either.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

### **ENGL B227 Writing Love in the African Diaspora**

Not offered 2020-21

This course explores how various forms of love are imagined in contemporary writing of the African Diaspora. From parent-child affections, to romance and marriage, to the closeness between friends, "love" is a central theme in literature and a crucial part of how we define humanity. Focusing on contemporary texts such as Justin Torres's *We the Animals*, Mariama Bâ's *So Long a Letter*, Ama Ata Aidoo's *Our Sister Killjoy*, Dee Rees's *Pariah*, Toni Morrison's *Love*, and the works of poets and lyricists including Yusef Komunyakaa, Warsan Shire, Messy Maya, and Cardi B, we will consider how various forms of intimacy are written and read in the African Diaspora. We will read these works alongside key short works from earlier moments in Afrodiasporic literature, as well as theoretical and critical texts in Diaspora feminism, sexuality studies, affect theory, and queer theory to consider several questions: What do literary love relationships reveal about cultural notions of gender, sexuality, class, (dis)ability, embodiment and spirituality? How are intimacy and human connection evoked differently through magic realism, experimentalism, and other Diasporic poetic and aesthetic techniques? What forms and media do black artists use to evoke the love of place, nation and home? What visions of love do these black writers develop, and how do such visions impact how freedom is imagined in Afrodiasporic literature?

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B239 African American Poetry**

Not offered 2020-21

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B250 Methods of Literary Study**

Fall 2020, Spring 2021

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. Prerequisite: One English course or permission of instructor. English Majors and Minors must take this class before their senior year. Not appropriate for freshmen.

Course does not meet an Approach  
Counts toward Africana Studies

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

Section 001 (Fall 2019): Laughin' to Keep from Cryin'

Not offered 2020-21

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

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms “visionary fiction.” Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B279 Introduction to African Literature**

Spring 2021

Taking into account the oral, written, aural, and visual forms of African “texts” over several thousand years, this course will explore literary production, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his *Burden of History*, the *Muse of Forgiveness*; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi wa Thiong’o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Critical Interpretation (CI)  
Counts toward Africana Studies

### **ENGL B283 Transnational Writing**

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

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

Not offered 2020-21

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

Counts toward Africana Studies

### **ENGL B316 Narrativity and Hip-Hop**

Not offered 2020-21

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from late 1970s to the current moment, reading them alongside short fiction and poetic works by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Junot Diaz, Ivelisse Rodriguez and others, considering how themes of socioeconomic mobility, coming of age, gender performance, and intersectional political engagement, animate artists’ narrative and poetic strategies across genre and media.

Counts toward Africana Studies

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

## AFRICANA STUDIES

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

Not offered 2020-21

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

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **ENGL B374 African-American Childhoods**

Not offered 2020-21

This course explores the literatures of African-American childhood from the late nineteenth century until the present day. We will explore "classic" works of children's literature by authors such as Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Ann Petry, Walter Dean Myers, Virginia Hamilton, Jacqueline Woodson, James Baldwin, Paule Marshall, June Jordan, Angie Thomas and others-- alongside artifacts from a range of other spheres such as textbooks, chapbooks, and the overall rise of a new child-centered periodical culture at the turn of the twentieth century. We will pay especial attention to the ways in which the intertwined categories of literacy and property have shaped racialized notions of childhood in the United States. In addition to close textual analysis, we will engage with major theoretical works in the field of childhood and identity studies, while also investigating firsthand what can be learned via the physical examination of children's books held in Bryn Mawr's Ellery Yale Wood Collection.

Counts toward Africana Studies

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

Not offered 2020-21

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

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **ENGL B381 Post-Apartheid Literature**

Spring 2021

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts toward Counts toward Africana Studies

### **ENGL B388 Contemporary African Fiction**

Fall 2020

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on

the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Counts toward Counts toward Africana Studies

### **FREN B208 Visible Minorities: Diversity in Contemporary French Cinema**

Not offered 2020-21

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Film Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Museum Studies

Counts toward Visual Studies

### **HART B326 Special Topics in Art of the Black Atlantic**

Section 001 (Spring 2021): Performances/Black Personhood

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course engages with a focused aspect of art produced in the Black Atlantic (a geographic formation including Africa, the Americas, the Caribbean, and Europe) with an emphasis on aesthetic objects produced by or about African and/or African-descended peoples. This is a topic driven course that is subject to change.

Course does not meet an Approach  
Counts toward Africana Studies

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

Fall 2020

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

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Health Studies

### **HIST B102 Introduction to African Civilizations**

Fall 2020

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

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

Spring 2021

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **HIST B200 The Atlantic World 1492-1800**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Latin American, Iberian, and Latinx  
Counts toward Counts toward International Studies

### **HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

Fall 2020

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.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Environmental Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B215 Europe and the Other 1492-1800**

Not offered 2020-21

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B236 African History since 1800**

Section 001 (Fall 2020): Africa since 1800

Fall 2020

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

## AFRICANA STUDIES

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward International Studies

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa  
Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Museum Studies

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

Section 001 (Fall 2020): Maroon Societies  
Fall 2020

This is a topics course. Course content varies.

Current topic description: 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. Taking a comparative approach, we shall examine developments in North America, South America, the Caribbean, and Brazil.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **HIST B265 Colonial Encounters in the Americas**

Not offered 2020-21

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Latin American, Iberian, and Latinx Studies

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

Section 001 (Fall 2019): Hist of Global Health Africa  
Section 001 (Fall 2020): Hist of Global Health Africa  
Fall 2020

This is a topics course. Topics vary.

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

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

Not offered 2020-21

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

Critical Interpretation (CI)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Film Studies

### **ITAL B312 Black, Queer, Jewish Italy**

Fall 2020

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call 'otherness' at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten's work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

Course does not meet an Approach  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies

### **PE(D) B111 Hip-Hop**

Fall 2020

Students learn basic movements from hip-hop, funk, house, breakin' and other contemporary urban styles. The course aims to expand the student's dance skills while increasing their knowledge of the history of hip-hop and providing a sophisticated understanding of the potential of hip hop as an art

and social form. This course is open to all levels of experience. (Full Semester, 2 PE Credits)

Counts toward Africana Studies

### **PE(D) B127 Social Dance Forms: Salsa/Swing**

Section 001 (Spring 2020): Salsa and Swing

Not offered 2020-21

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

Counts toward Africana Studies

### **PHIL B207 Africana Philosophy**

Fall 2020

Africana philosophy is also called African diasporic philosophy. It is a modern form of philosophy addressing problems of what could be called the “underside of Western philosophy,” problems often avoided in Western philosophy, and thus paradoxically become more central in significance than many Western philosophers may realize. Students will examine these problems across African American philosophy, Afro-Caribbean philosophy, and African philosophy, through resources from Africana analytical, dialectical, existential, feminist, phenomenological, and pragmatist thought. While examining these problems, students will learn about the major scholars and schools of Africana philosophical thought.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

### **POLS B243 African and Caribbean Perspectives in World Politics**

Not offered 2020-21

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141 or 1 course in African or Latin American history.

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

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

Not offered 2020-21

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of

equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Counts toward Counts toward Africana Studies

### **SOCL B225 Women in Society**

Spring 2021

In 2015, the world’s female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South - those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North’s population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the “Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system” (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course’s final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

## AFRICANA STUDIES

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics. Prerequisite: at least one additional sociology course or permission of instructor. Course is not available to freshmen.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Child and Family Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B276 Making Sense of Race**

Fall 2020

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B278 Gender, Race, and Health in Global Perspective**

Spring 2021

This course explores the ways in which ideas about gender, race, and health are mutually constitutive. That is, how do

medical and biological sciences shape our understandings of gender, race, and other social categories and the bodies that inhabit them? How do our ideas about these categories influence our understanding of and collective reaction to major health debates? How might our approach to questions of health be better informed by contemporary theories of gender, race, and sexuality? Particular attention will be given to human rights and social justice aspects of these relationships.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

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

Not offered 2020-21

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

Counts toward Africana Studies

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

Fall 2020

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

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies



## ANTHROPOLOGY

Students may complete a major or a minor in Anthropology.

### Faculty

Yakein Abdelmagid, Lecturer

Casey Barrier, Associate Professor of Anthropology (on leave semesters I & II)

Jennifer Eyre, Lecturer

Susanna Fioratta, Assistant Professor of Anthropology

Scotti Michelle Norman, Lecturer

Melissa Pashigian, Associate Professor and Chair of Anthropology

Maja Šešelj, Associate Professor of Anthropology on the Clowes Professorship in Science and Public Policy (on leave semesters I & II)

Amanda Weidman, Associate Professor of Anthropology

### Major Requirements

Requirements for the major are ANTH 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a geographic region, and four additional 200- or 300-level courses in anthropology.

Students are encouraged to select courses from each of four subfields of anthropology: archaeological, biological, linguistic, or sociocultural. ANTH B303 fulfills the major writing intensive requirement.

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

### Minor Requirements

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

### Honors

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

### Concentration in Geoarchaeology

The Department of Anthropology participates with Classical and Near Eastern Archaeology and Geology in offering a concentration within the major in geoarchaeology.

### Cooperation with Other Programs

The Department of Anthropology actively participates and regularly contributes to the minors in Africana Studies, Child and Family Studies, Gender and Sexuality Studies, and Health Studies. In addition, several Anthropology courses count toward the majors and minors in Biology, Classical and Near Eastern Archaeology, Environmental Studies, German, Growth and Structure of Cities, History, International Studies, Peace and

Conflict Studies, Political Science, and Sociology. Anthropology at Bryn Mawr also works in close cooperation with our counterpart department at Haverford College.

### Courses

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

Fall 2020

An introduction to the place of humans in nature, evolutionary theory, living primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early agricultural societies in the Americas, Eurasia and Africa. In addition to the lecture/discussion classes, students must select and sign up for one lab section.

Inquiry into the Past (IP)  
Scientific Investigation (SI)

#### ANTH B102 Introduction to Cultural Anthropology

Fall 2020, Spring 2021

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

#### ANTH B202 Africa in the World

Spring 2021

In this course, we will approach Africa with an emphasis on the many interconnections that link the continent with the rest of the world, through both time and space. Much popular talk about Africa in the U.S. is overwhelmingly negative--focusing on poverty, violence, and failed states--and often portrays Africa as something "other," both different from and unrelated to the United States and the rest of the world. But such preconceptions blatantly overlook what we know about historical and contemporary movements of people, ideas, materials, and money around the globe. Rather than regarding Africa as separate or apart, in this course we will examine the centrality of African engagements with these global movements. Rather than attempting a survey of particular, bounded African "peoples" or "cultures," we will explore complex issues and

## ANTHROPOLOGY

processes through interconnected topics including colonial and postcolonial politics, urban life, gender and sexuality, economic networks, development, and transnational migration. We will use these themes as guides for exploring larger, interlinked questions of social life in Africa and around the world. This course fulfills the BMC Anthropology major/minor ethnographic area requirement. Prerequisite: Sophomore standing or higher.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### **ANTH B204 North American Archaeology**

Not offered 2020-21

For millennia, the North American continent has been home to a vast diversity of Native Americans. From the initial migration of big game hunters who spread throughout the continent more than 12,000 years ago, to the complex Pueblos of the Southwest and urban Cahokia in the East, there remains a rich archaeological record that reflects the ways of life of these cultures. This course will introduce the culture history of North America as well as explanations for culture change and diversification.

Inquiry into the Past (IP)

### **ANTH B207 Becoming Human: Evolutionary Perspectives on Human Anatomy**

Spring 2021

Millions of years of evolution have shaped human anatomy, creating a unique bipedal ape with a very large brain. What can our bones, muscles, and physiology tell us about our evolutionary past? In this course you will learn about human biology from an evolutionary perspective by considering humans as primates with a unique evolutionary trajectory. We will consider both how humans are biologically unique and how our primate origins have shaped who we are today. Topics will include human osteology and odontology, functional anatomy, energetics, reproduction, and diversity. Furthermore, we will explore current hypotheses and evidence regarding important questions in human origins and evolution, including whether bipedalism is an efficient and effective form of locomotion, why human reproduction can be a difficult and dangerous process, and which modern day health issues are a result of a mismatch between our current lifestyles and our evolutionary adaptations. Prerequisite: ANTH B101 or permission of instructor.

Inquiry into the Past (IP)  
Scientific Investigation (SI)  
Counts toward Health Studies

### **ANTH B209 Human Evolution: Debates in Paleoanthropology**

Spring 2021

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

focus our discussions on major debates in paleoanthropology. Prerequisite: ANTH 101 or permission of instructor.

Scientific Investigation (SI)

### **ANTH B213 Anthropology of Food**

Not offered 2020-21

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples. Theoretical debates current in anthropological archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.

Inquiry into the Past (IP)  
Counts toward Geoarchaeology

### **ANTH B234 Forensic Anthropology**

Not offered 2020-21

Introduces the forensic subfield of biological anthropology, which applies techniques of osteology and biomechanics to questions of forensic science, with practical applications for criminal justice. Examines the challenges of human skeletal identification and trauma analysis, as well as the broader ethical considerations and implications of the field. Topics will include: human osteology; search and recovery of human remains; taphonomy; trauma analysis; and the development and application of innovative and specialized techniques. Prerequisite: ANTH 101 or permission of instructor.

Scientific Investigation (SI)

### **ANTH B235 Comparative Colonialism in Latin America**

Spring 2021

This course takes a comparative perspective to consider state development in Central and South America through the early Spanish Colonial era. The course is divided into three sections: in the first third, students learn about the development of the Maya and the Wari, consider the cultural distinctions between the two states, and compare how each state set the stage for the upcoming major imperial empires. The second section studies how Aztec and Inka civilizations built upon (or not) existing infrastructures and religious traditions to become major

powers. The third section investigates how Spanish colonial processes were shaped by cultural traditions in Mexico and Peru. Specifically, this third section explores how cultural structures and shifting alliances led to Spanish forces adapting and exacerbating these factors in their ultimately successful conquests of each region. Readings are based mostly on current literature and some book sections. Assignments include a comparative essay based on some aspect of empire (economic strategy, religious practices, hegemonic vs. militaristic conquests), various hands-on small projects and activities, and a final exam.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **ANTH B239 Anthropology of Media**

Not offered 2020-21

Life throughout much of the world today is saturated by forms of media and media technologies: films, television, radio, cell phones, the internet and social media. This course examines media from an anthropological perspective, focusing on the impact of these various non-print media on social and political life. We will also explore the distinctive properties of two media phenomena specific to our time: reality TV and social media. Throughout, we will be concerned with the constitutive power of media at two levels: first, in the construction of subjectivity, senses of self, and the production of affect; and second, in collective social and political projects, such as building national identity, consolidating or resisting state power, giving voice to indigenous claims, or creating alliances.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

### **ANTH B241 Archaeologies of Gender**

Spring 2021

This course foregrounds gender as a structuring part of past lives and explores the construction of gender in archaeological interpretations across time and space. We begin with an overview of how gender has been theorized in archaeology as a discipline, including more recent theoretical approaches which incorporate feminist and queer theory. Drawing on case studies from diverse geographic locations and time periods, we will consider how studies of gender can be practically applied to archaeological investigations of labor, mortuary analysis, space and landscape, and feasting and religious practices. This engendered perspective, which includes women, men, and nonbinary genders, promotes more nuanced understandings of social complexity and diversity of past communities. Potential topics to be considered include: theories of gender, non-binary genders and masculinities, mortuary analysis, labor and technology, space and landscape, feasting and ritual, gender and hierarchies, and colonialism and transformation of gendered identities. A running theme throughout this course will consider who is responsible for the production of knowledge, if the concept of positivism is inherently male, and how we can build feminist and community ideals into scientific investigations.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Inquiry into the Past (IP)

Counts toward Environmental Studies

### **ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology**

Not offered 2020-21

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Praxis Program

### **ANTH B250 Global Economies: Work, Money, and Value in Everyday Life**

Fall 2020

This course explores economic life from an anthropological perspective. We will explore the social structures shaping economies, labor, and consumption in diverse human cultures. Throughout we will examine the relation between global systems and local everyday life, between gender constructions and work structures, between what we produce and what we consume. We will explore emerging 21st century economies and how new technologies are changing the ways we think about labor. In addition, we will examine how traditional cultural values are still shaping today's global economies. The central

## ANTHROPOLOGY

focus of this course is the question of value: What are the power dynamics shaping our perception of the value of human labor, capital, and the things we consume everyday? Prereq: ANTH B102 or permission of instructor.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

### **ANTH B254 Anthropology and Social Science Research Methods**

Not offered 2020-21

This course is designed for students interested in learning ethnographic methods, qualitative and quantitative social science methods, and how to learn from and write about quantitative and qualitative results. Students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing, generating and analyzing statistical data, and ways to productively transform qualitative and quantitative data into contextual information. An introduction to the basics of statistical methods for social scientists will also be covered. Ethics in ethnographic research will be a central theme, as well as ways to envision and design projects that protect human subjects. The purpose of this course is to provide anthropology majors and other students in the social sciences and humanities an opportunity to learn methods that can be used in their thesis research, Hanna Holborn Gray summer research, and other social science research opportunities. Anth 101 or 102, or permission of instructor.

Course does not meet an Approach  
Counts toward Environmental Studies

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

Not offered 2020-21

In the last 10,000 years, humans around the world have transitioned from organizing themselves through small, egalitarian social networks to living within large and socially complex societies. This archaeology course takes an anthropological perspective to seek to understand the ways that human groups created these complex societies. We will explore the archaeological evidence for the development of complexity in the past, including the development of villages and early cities, the institutionalization of social and political-economic inequalities, and the rise of states and empires. Alongside discussion of current theoretical ideas about complexity, the course will compare and contrast the evolutionary trajectories of complex societies in different world regions. Case studies will emphasize the pre-Columbian histories of complex societies in the Americas as well as some of the early complex societies of the Old World. Counts toward Latin American, Iberian, and Latino Studies minor. Approach: Inquiry into the Past (IP) and Cross-Cultural (CC).

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

### **ANTH B274 Bioarchaeology**

Not offered 2020-21

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

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

Scientific Investigation (SI)

### **ANTH B278 Paleoanthropology Methods**

Not offered 2020-21

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

Scientific Investigation (SI)  
Counts toward Geoarchaeology

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

### **ANTH B281 Language in Social Context**

Spring 2021

This course provides an introduction to the concepts and methods of linguistic anthropology, which can help us understand the role language plays in constructing identities, creating social and political hierarchies, and shaping understandings and experiences of the world. The course considers topics relevant to the everyday life of language in the U.S. context, including the relationship between language and gender, race, and socioeconomic inequality, and uses ethnographic materials from a variety of cultural contexts

to explore three perspectives that are central to linguistic anthropology. These are: language, power, and the linguistic market: how different languages and the ways of speaking get associated with particular social groups and become valued or devalued; linguistic ideologies and semiotic processes: how language as a system of signs becomes meaningful, to whom, and in what ways; poetics and performance: how people “do things with words” and how the non-referential (sonic, poetic) aspects of language matter. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

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

Not offered 2020-21

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

Course does not meet an Approach

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Counts toward International Studies  
Counts toward Peace, Justice and Human Rights

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

Not offered 2020-21

This course will explore how the region has been constituted and shaped by global forces and how Latin America and its people also influence the world on a global scale. We will focus on three historical moments - the colonial encounter, the Cold War, and the neoliberal era - and their legacies. Guiding questions will include: how has the patriarchal system instituted under Spanish colonialism influenced ideas about

gender, race, and religion? How does the legacy of U.S. Cold War intervention in Latin America subtly play out in within contemporary discussions about democracy, human rights, and development? How have neoliberal policies produced a discourse of economic growth that ignores increasing economic polarization in the region? How do these broad structures of power influence the everyday lives of Latin Americans? The course will focus primarily, although not exclusively, on South America.

Cross-Cultural Analysis (CC)  
Counts toward Latin American, Iberian, and Latinx Studies  
Counts toward International Studies

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

Not offered 2020-21

What do a country’s national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

### **ANTH B301 Anthropology of Globalization**

Not offered 2020-21

This class explores globalization from an anthropological perspective. With a focus on the social, cultural, and historical aspects of global connections, we seek to understand how the growing integration of different places and systems around the world shapes everyday life experience. Conversely, we also explore how individuals actively engage with, and sometimes help shape, dynamic global processes. Questioning assumptions that link globalization with worldwide cultural and economic homogeneity, we will examine how gender, race, class, and other structures of difference and inequality become meaningful within a global systems of power. Working through a series of ethnographic analyses and conducting our own research, we will gain a better understanding of how people around the world experience and actively make “the global.” Prerequisite: ANTH B102, ANTH H103 or permission of the instructor.

Counts toward International Studies

### **ANTH B303 History of Anthropological Theory**

Fall 2020

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

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charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms, or orientations, but as configurations of thought, technique, knowledge, and power that reflect the ever-changing relationships among the societies and cultures of the world.

This course qualifies as completion of the writing requirement. Prerequisite: ANTH B102/ANTH H103 and at least one additional anthropology course at the 200 or 300 level.

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

Fall 2020

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor.

Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **ANTH B316 Beyond Bollywood: Gender, Performance and Popular Culture in South Asia**

Not offered 2020-21

The countries of South Asia (India, Pakistan, Bangladesh, Nepal, Sri Lanka) have produced vibrant and varied forms of popular culture, including cinema, theatrical and other forms of performance, and sonic and visual culture. Using cinema and other audio-visual materials, this course will examine media and performance as crucial sites for the construction and negotiation of gender ideologies and hierarchies in these different national contexts. The issues we will explore include: questions of agency, constraint, and identity in performance; the role of mass mediation in creating new masculinities and femininities; and the relationship between popular culture and larger sociopolitical identities.

Counts toward Gender and Sexuality Studies  
Counts toward International Studies

### **ANTH B317 Disease and Human Evolution**

Not offered 2020-21

This course provides an introduction to evolutionary, or Darwinian, medicine, a relatively new field that recognizes that evolutionary processes and human evolutionary history shape health among contemporary human populations, aiming to answer the question "why do we get sick?" The field of evolutionary medicine emphasizes ultimate explanations, such as how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. This perspective complements that of biomedicine, which generally focuses on identifying the proximate mechanisms that give rise to diseases and malfunctions. This course will examine a variety of diseases using an evolutionary perspective, such as emerging infectious diseases, mental health issues, and cancers. We will emphasize chronic diseases, such as cardiovascular disease, obesity, and diabetes, and will focus particularly on the role of diet and psychosocial stress in the development and progression of these conditions.

Counts toward Health Studies

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

Not offered 2020-21

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

### **ANTH B329 The politics of belonging and exclusion in India**

Fall 2020

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

Course does not meet an Approach  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

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

Spring 2021

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

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **ANTH B332 GIS: Space, Landscape, and Environment**

Spring 2021

In this course, students will become familiar with theories of space, place and landscape and spatial analysis of

archaeological and other social science data. This course also serves as a methodological introduction to Geographic Information Systems (GIS), though it is not exclusively focused on GIS. Students will learn how the concept of space developed in social science, and how archaeologists and other social scientists have broadened their understandings of the past as a result of the spatial turn. Students will be responsible for submitting short practica which are necessary for keeping up with GIS methods. The final project will be a public poster presentation which demonstrates a case study and investigation of any spatial phenomena. These may be archaeology-focused or may utilize contemporary or historical data on environmental, public health, demographic, etc. case studies. There are numerous public datasets available online, or students can use their own data or some of my own in their projects.

Course does not meet an Approach

### **ANTH B334 Digital Cultures**

Not offered 2020-21

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

Counts toward Gender and Sexuality Studies

### **ANTH B339 Migrants, Refugees, and Life Across Borders**

Spring 2021

Borders are often taken for granted as natural divisions in the world, but they are actually the products of political, historical, and social processes. Border crossing is often framed as an aberration or even a crisis, but people have moved for as long as humans have existed. This course approaches borders from an anthropological perspective by foregrounding the experiences of the people who move across them. We explore the interconnected categories of migrants and refugees to understand how people cross borders under different kinds of circumstances: some voluntary, others fleeing conflict or persecution, and still others that seem to fall between these ideal types. We will critically examine how migrants and refugees are qualitatively described and quantitatively defined, as these discursive constructions often determine legal status and reception in host countries, and also inform governmental and humanitarian responses. We will read a selection of ethnographies examining different kinds of migrant and refugee movements in Africa, Europe, the Americas, and Asia, culminating in an extended case study of Africans in China.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward International Studies

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

Not offered 2020-21

What was the role of women in Paleolithic times? How does female form reflect evolutionary changes to our species? Paleoanthropologists reconstruct how humans evolved based on evidence from fossilized bones, ancient DNA,

and archaeological artifacts. This complex narrative is often presented as androcentric, focusing on the importance of male-bodies, while de-emphasizing or even ignoring female-bodies. In this seminar, students will read and discuss historical and modern works on paleoanthropology and its critical intersection with feminist theory. The goal will be to find out what women were doing in our evolutionary past, and identify methodological and theoretical approaches to prevent gender-biased, androcentric paleoanthropological research from occurring. Prerequisites: ANTH B101

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Counts toward Gender and Sexuality Studies  
Counts toward International Studies

### **ANTH B398 Senior Conference**

Research design, proposal writing, research ethics, empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior thesis proposal is the most significant writing experience in the seminar. Prerequisite: Senior Anthropology majors only.

### **ANTH B399 Senior Conference**

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

### **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.

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

This Praxis Fieldwork Seminar will provide an opportunity for hands-on work with the archaeological material and skeletal remains from the 18th-19th century cemetery on Arch Street in Old City Philadelphia, excavated and salvaged during

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the summer of 2017. The materials are currently housed at several institutions in Philadelphia and the surrounding area, including the Mutter Museum, University of Pennsylvania, University of Rutgers-Camden, and The College of New Jersey. Approximately 1-2 students will be able to work with material culture remains, and 4-5 will be able to work with skeletal remains. For students pursuing a geoarchaeology concentration, there may be possibilities for conducting soil sample and stable isotope analyses.

Counts toward Praxis Program

### **BIOL B236 Evolution**

Spring 2021

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Scientific Investigation (SI)

### **CITY B185 Urban Culture and Society**

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CITY B229 Topics in Comparative Urbanism**

Section 001 (Spring 2021): Colonial & Post Colonial Reflections

Section 001 (Spring 2020): Divided Cities: Race, Class, Gender & Other Debate

Spring 2021

This is a topics course. Course content varies.

Current topic description: Probing the relations of colonial and post-colonial power that both structure and are structured by cities, this writing-intensive class employs a comparative case study approach to explore the social, cultural and spatial realities of everyday life in these deeply divided cities. We will examine and compare history, form and processes of differentiation and reconstruction of urban and national life in Hong Kong, Belfast, the Magreb-Paris axis, and the Mexican-American border.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

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

Section 001 (Spring 2020): Making & Remaking Philadelphia

Section 001 (Spring 2021): Making & Remaking Philadelphia

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course explores how

governance, politics, economics, planning, and community and social action have shaped and continue to shape modern American cities, with a special focus on Philadelphia. Course content will include theoretical, historical, academic, and popular texts. Students will have the opportunity to interact with guest speakers active in various aspects of Philadelphia's urban landscape. Students also will conduct independent research on topics of their choosing.

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

Not offered 2020-21

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **HIST B200 The Atlantic World 1492-1800**

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Latin American, Iberian, and Latinx

Counts toward Counts toward International Studies



## ARABIC

Arabic language instruction is offered through Tri-College cooperation. Arabic 001 and 002 are taught at Haverford College (ARAB H001 and H002 Introduction to Modern Standard Arabic). Intermediate Arabic courses are taught at Bryn Mawr (ARAB B003 and B004 Second-Year Modern Standard Arabic), and Advanced Arabic courses are available at Swarthmore College and the University of Pennsylvania through the Quaker Consortium. The teaching of Arabic is one important component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History, History of Art, and Political Science. Additionally, students can have a concentration in Middle Eastern Studies.

### Faculty

Manar Darwish, Lecturer and Coordinator of the Bi-Co Arabic Program

Farnaz Perry, Drill Instructor of Arabic

### College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient.

### Courses

#### ARAB B000 Arabic TA/Drill Sessions

Not offered 2020-21

Arabic TA/Drill Sessions

#### ARAB B003 Second Year Modern Standard Arabic

Fall 2020

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB H002 or placement by instructor.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

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

Spring 2021

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces

students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB B003 or placement.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

#### ARAB B403 Independent Study

## ARTS PROGRAM

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

### Faculty

Elizabeth June Bergman, Lecturer in Dance

Madeline Cantor, Director and Term Professor of Dance

Emma Copley Eisenberg, Lecturer in Creative Writing

Lauren Feldman, Lecturer in Creative Writing

Lela Aisha Jones, Assistant Professor of Dance

Mark Lord, Theresa Helburn Chair of Drama, Director and Professor of Theater

Maiko Matsushima, Lecturer in Theater

Dee Matthews, Assistant Professor of Creative Writing (on leave semesters I & II)

Cynthia Dewi Oka, Lecturer in Creative Writing

Catharine Slusar, Assistant Professor of Theater

Daniel Torday, 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.

### CREATIVE WRITING

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

## Minor Requirements

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

## Concentration in Creative Writing

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

## Courses

### ARTW B159 Introduction to Creative Writing

Spring 2021

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

Critical Interpretation (CI)

### ARTW B233 Writing for Radio and Podcast

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Creative Writing

Counts toward Praxis Program

### ARTW B260 Writing Short Fiction I

Fall 2020, Spring 2021

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.

Critical Interpretation (CI)

### ARTW B261 Writing Poetry I

Spring 2021

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

Critical Interpretation (CI)

### ARTW B262 Playwriting I

Fall 2020

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

Critical Interpretation (CI)

### ARTW B263 Writing Memoir I

Not offered 2020-21

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. Emphasis will be placed on open-ended investigation into what we think we know (about ourselves and others) and how we think we came to know it. In addition to writing memoir of their own, and workshop discussions, students will also read and discuss works by writers such as Montaigne, Hazlitt, Freud, H.D., J.R. Ackerley, Georges Perec, and more contemporary writing by writers such as Akeel Bilgrami, Elif Batuman, Emily Witt, Lawrence Jackson. Although little mention will be made of the master narratives of American memoir—Christian redemption, confession, captivity, and slavery—the class will consistently struggle to come to terms with their foundational legacy in American life and letters.

Critical Interpretation (CI)

**ARTW B264 Long Form Journalism.**

Fall 2020

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in *The Philadelphia Inquirer* and *The New York Times*. Several working journalists will participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the *English House Gazette*.

Critical Interpretation (CI)

**ARTW B265 Creative Nonfiction**

Spring 2021

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

Critical Interpretation (CI)

**ARTW B266 Screenwriting**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Film Studies

**ARTW B269 Writing for Children**

Not offered 2020-21

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

Critical Interpretation (CI)

**ARTW B360 Writing Short Fiction II**

Fall 2020

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners

and critics. Requires writing at least five pages each week, workshopping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

**ARTW B361 Writing Poetry II**

Fall 2020

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

**ARTW B364 Longer Fictional Forms**

Not offered 2020-21

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words. Students will examine the craft of their work and of published prose. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

**ARTW B365 Creative Nonfiction II**

Spring 2021

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

Course does not meet an Approach

**ARTW B367 Visual Poetics**

Not offered 2020-21

Visual Poetics is an advanced poetry workshop in which we will discuss and write poetry that privileges the visual field as an essential element. The class will examine the development of experimental literary forms from visual to multimedia

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poetics. We will utilize avant-garde techniques and consider the different representations of the visual poetic from Russian futurism to cinéma vérité to digital poetry practices. Observation and practice of the various visual mediums will allow critical thinking around topics of hybridity, collaboration, form and innovation in poetic craft.

### ARTW B403 Supervised Work

The Department may offer special topics based on faculty and student interests. Special Topic for Spring 2018: Students with approved portfolios, who have taken Poetry 1 and 2, will work with a member of the Creative Writing Program faculty on a semester-long chapbook project. As needed in the Spring semester 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.

### CHEM B125 Writing Science

Spring 2021

How does scientific research make its way out of the lab? Science translates from the laboratory and the field to journals written for the expert and is often translated again for more general audiences—appearing in venues such as Twitter, newspapers, essays, and memoirs. This course will explore the many ways in which science is translated. Students will experiment with different structures and genres, with weekly readings and writing exercises designed to help them be clearer, livelier writers of science. This is a half-semester, half-credit course.

## DANCE

Dance is an art and an area of creative work as well as a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Dance Program offers courses in progressive levels of ballet, modern and jazz, as well as a full range of technique courses in diverse genres and various traditions. Students may also investigate the creative process in three levels of composition and choreography courses. Performance opportunities available to students include our Spring Dance Concert, in which students work with professional choreographers or reconstructors and perform in our main stage theater, and our School Performance Project, which travels to schools throughout the Philadelphia region. The program's lecture/seminar courses are designed to introduce students to dance as a vital area of academic inquiry, and include examinations of dance criticism and theory, dance historiography, dance and embodied activism, and practical anatomy for dance.

Students can take single courses in dance, minor in dance, or complete a major through the independent major program. The core academic curriculum for the dance minor or independent major in dance includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance studies.

### Minor Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD B140, B142 or B144, and two .5 credit

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

### Independent Major in Dance Requirements

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD B142 and ARTD B144; one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation in performance ensembles is highly recommended. The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance by taking two writing attentive or one writing intensive course in Dance or an approved allied program or department, and a senior capstone experience. With the advisor's approval, two electives in the major may be selected from allied Tri-College departments.

In both the minor and the major, students may choose to emphasize one aspect of the field, in consultation with the dance faculty regarding their course of study.

### Technique Courses and Performance Ensemble Courses

The Dance Program offers a full range of dance instruction including courses in ballet, modern, jazz, and West African as well as techniques developed from other cultural art and social forms such as flamenco, Classical Indian, hip hop, Latin social dance, and tap dance, among others. A ballet placement class is required for upper level ballet courses. Performance ensembles, choreographed or re-staged by professional artists, are by audition and are given full concert support. The School Performance Project tours regional K-12 schools. Technique courses ARTD 136-137, 230-232, 330-331, and all dance ensembles are offered for academic credit; all technique courses and ensemble courses may be taken for Physical Education credit instead (see both listings below).

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

PE B101 Ballet: Beginning Technique

PE B102 Ballet: Intermediate Technique

PE B103 Ballet: Advanced Technique

PE B104 Ballet Workshop

PE B105 Modern: Beginning Technique

PE B106 Modern: Intermediate Technique

PE B107 Modern: Advanced Technique

PE B108 Jazz: Beginning Technique

PE B110 Jazz: Intermediate Technique

PE B111 Hip-hop Technique

PE B112 Dance of the African Diaspora

PE B118 Movement Improvisation

PE B121 Tap I

PE B123 Tap II

PE B126 Rhythm & Style: Flamenco and Tap

PE B127 Social Dance Forms: Topics: Intro to Social Dance, Swing, Salsa, Latin

PE B129 The Gesture of Dance: Classical Indian and Polynesian Dance

PE B131 Tap: Learning and Performing

PE B145 Dance Ensemble: Modern

PE B146 Dance Ensemble: Ballet

PE B147 Dance Ensemble: Jazz

PE B148 Dance Ensemble: West African

PE B149 Dance Ensemble: School Performance Project

PE B150 Dance Ensemble: Hip Hop

PE B195 Movement for Theater

PE B196 Dance Composition Lab

PE B197 Directed Work in Dance

### Courses for Academic Credit

ARTD B136 001 Intro to Dance Techniques - Modern

ARTD B137 002 Intro to Dance Techniques - Ballet

ARTD B138 001 Intro to Dance Techniques - Hip Hop Lineages

ARTD B139 002 Intro to Dance Techniques - Movement as Freedom: Improv/Freestyle

ARTD B140 Approaches to Dance: Themes and Perspectives

ARTD B142 Dance Composition: Process and Presence

ARTD B144 Dance Composition: Elements and Craft

ARTD B145 Dance: Close Reading (not offered 2018-19)

ARTD B180 Practical Anatomy: Bones, Muscle, Movement

ARTD/ANTH B223 Anthropology of Dance (not offered 2018-19)

ARTD B230 Intermediate Technique: Modern

ARTD B231 Intermediate Technique: Ballet

ARTD B232 Intermediate Technique: Jazz

ARTD B240 Dance History I: Roots of Western Theater Dance (not offered 2018-19)

ARTD B241 Dance History II: A History of Contemporary Western Theater Dance (not offered 2018-19)

ARTD B250 Performing the Political Body (not offered 2018-19)

ARTD B265 Dance, Migration and Exile (not offered 2018-19)

ARTD B267 Diasporic Bodies: The Black Dancing Body, Restoration, and Activism

ARTD/ANTH B310 Performing the City: Theorizing Bodies in Space (not offered 2018-19)

ARTD B330 Advanced Technique: Modern

ARTD B331 Advanced Technique: Ballet

ARTD B342 Advanced Choreography

ARTD B345 Dance Ensemble: Ballet

ARTD B346 Dance Ensemble: Modern

ARTD B347 Dance Ensemble: Jazz

ARTD B348 Dance Ensemble: African Dance Forms

ARTD B349 Dance Ensemble: School Performance Project

ARTD B350 Dance Ensemble: Hip Hop

ARTD B390 Senior Project/Thesis

ARTD B403 Supervised Work

ARTA B251/EDUC B251 Arts Teaching in Educational and Community Settings

## Courses

### ARTD B136 Modern: Beginning Technique

Fall 2020, Spring 2021

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three shorting writing assignments. Offered on a Pass/Fail basis only.

Course does not meet an Approach

### ARTD B137 Ballet: Beginning Technique

Fall 2020, Spring 2021

Beginning level dance technique courses focus on introducing movement vocabulary, developing skills, and gaining an understanding of the form. Students must meet the attendance requirement, and complete three short writing assignments. Offered on a Pass/Fail basis only.

Course does not meet an Approach

### ARTD B138 Hip Hop Lineages

Fall 2020

Hip Hop Lineages is a team-taught practice-based course, exploring the embodied foundations of Hip Hop and its expression as a global phenomenon. Offered on a credit / no-credit basis only.

Course does not meet an Approach  
Counts toward Africana Studies

### ARTD B139 Movement as Freedom: Improv/Freestyle

Spring 2021

This course will be a team-taught experience in the physical practice of movement invention. One half of the course will investigate structured improvisation and the other will involve freestyle as an African diasporic tradition. Offered on a Pass/Fail basis only.

Course does not meet an Approach

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

Spring 2021

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

Critical Interpretation (CI)

## ARTS: DANCE

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

Spring 2021

This dance and movement composition course is open to movers of any kind, from any background, who want to explore embodied creation as a part of their educational and/or life practice. It engages students in developing and structuring movement ideas to build community with one another and the natural environment. This course will offer tools for developing creative problem-solving skills; exploring embodied approaches to observation, analysis, and communication; and investigating possibilities for collaboration. Students will be introduced to freestyle, cultural narratives, memoir, and other relevant resources as tools for researching and sketching choreographic ideas. Movement exercises, viewing of live and filmed work, and discussions will help to sharpen visual analysis and kinesthetic responses. The course includes journaling and required readings and viewings but focuses primarily on weekly movement assignments. ARTD B144 Dance Composition: Elements and Craft is offered in the spring. ARTD B142 and ARTD B144 are not sequential and may be taken in any order. Concurrent participation in any Dance Program technique course, either for credit or as an auditor, is recommended.

Critical Interpretation (CI)

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

Fall 2020

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

Critical Interpretation (CI)

### **ARTD B180 Practical Anatomy: Muscles, Bones, Movement**

Not offered 2020-21

KNOW THYSELF! This course is designed as a human anatomy class for students interested in the application of anatomy to physical activities including dance, sport, and movement in general. Students will learn musculoskeletal anatomy, basic kinesiology, strengthening and stretching practices, and injury identification and management. Students will support theoretical knowledge with experiential movement analysis in class. The goal of the course is to present a scientific basis that will aid in a greater understanding of how individual's bodies are shaped and move, and how to achieve greater efficiency of movement and desired performance outcomes.

Course does not meet an Approach

### **ARTD B220 Screendance: Movement and the Camera**

Spring 2021

This course is a practical introduction to Screendance for students interested in extending their experience or interest in dance and movement into a new realm. Also known as dancefilm, cinedance, videodance and/or dance for the camera, Screendance connects film (and filmmaking) with dance (and dancemaking) in an evolving hybrid performative practice. For both the maker and audience, the inquiry is the adventure of discovering what the coming together of dance and screen can be. Screendance can be described as diverse, global, emergent, alive, active, trans-media, continually evolving. Through class screenings, exercises, readings and discussion, students will learn approaches to combining dance and the moving image. Students will work alone and in small collaborative groups to create their own works integrating dance and video. Through creative projects, students will develop their own cinematic style and an increased proficiency with both filming and editing movement.

Critical Interpretation (CI)

Counts toward Film Studies

### **ARTD B225 Dancing Histories/Writing Dance**

Fall 2020

This course has three overlapping aims: to learn about concert dance histories through historical sources, scholarship, and embodiment; to understand the processes of historiography; and to prepare students to undertake their own historical research and scholarship. The course is designed to illustrate how our understanding of the past is dynamic and evolving rather than fixed and static. Through critical engagement with concert dance history's canons, values, and ideological premises, Dancing Histories/Writing Dance emphasizes how history is written, questioned, and rewritten. A range of concert/art dance genres across Europe, the US and Japan will be explored to exemplify how concert dance draws from both Western and non-Western dance forms and aesthetics. Moving from 16th century court ballet through 20th century modern and postmodern dance to international "contemporary" stages, assigned readings will enable recognition of how dance scholars have employed national and transnational frameworks to write, and revise, dance histories. Students will develop a strong methodological framework that will allow them to grasp the significance of source material, the effects of cultural competence and critical bias, and the ways in which the writing of history is a creative, political, and ideological process.

Critical Interpretation (CI)

Inquiry into the Past (IP)

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

Fall 2020, Spring 2021

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and rigorous, and on directing attention to dynamics and spatial ideas. 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 and accomplishment. Preparation: two semesters of beginning level modern, or its equivalent, or permission of the instructor.

Course does not meet an Approach

**ARTD B231 Ballet: Intermediate Technique**

Fall 2020, Spring 2021

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and rigorous, and on directing attention to dynamics and spatial ideas. 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 and accomplishment. Preparation: three semesters of beginning level ballet, or its equivalent, or permission of the instructor. First-semester first year students must take a placement class during customs week.

Course does not meet an Approach

**ARTD B232 Jazz: Intermediate Technique**

Spring 2021

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and rigorous, 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 and accomplishment. Preparation: two semesters of beginning level jazz, or its equivalent, or permission of the instructor

Course does not meet an Approach

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

Not offered 2020-21

This course investigates the history of dance with particular emphasis on its development in the twentieth and twenty-first centuries as a Western Theater Art form within a broader context of global art and culture. The course investigates the historical and cultural forces that shape both the form and function of dance as well as the reciprocal relationship of dance to impact those same forces. Dance will be considered both chronologically and theoretically as cultural, social, aesthetic, and personal phenomena. The course will provide students with an introduction to both traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching, and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**ARTD B245 Dance: Close Reading**

Not offered 2020-21

Students will engage in a close reading of dance, using live dance performances and events as primary texts. They will set them in critical and historical contexts through readings in dance criticism and theory, activities, discussion and media. The class will take part in trips to live performances and events, selected from a range of genres, and will work through their responses in discussion and writing. Requires attendance at

performances and events, off-campus and on-campus. No dance experience necessary. In lieu of books students can expect \$30 - 50 in ticket expenses for the course.

Critical Interpretation (CI)  
Counts toward Praxis Program

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

**ARTD B267 Diasporic Bodies, Continuous Revivals**

Not offered 2020-21

This dance theory, writing, and practice course takes marronage--the act of escaping from slavery in the Americas to create autonomous communities--as its model. It views Black and African diasporic movement cultures and artistic practices as forms of contemporary marronage, providing spaces of embodied activism, release, restoration, and revival. Students will engage the body as an individual, intimate maroon site and cultivate the embodied collective spaces that counter oppressive systems. By connecting theory and practice, students will build individual and collective consciousness through the resources of narrative, memoir, and nostalgia intertwined with guided movement sessions. We will also utilize creative writing, film, and visual arts as components that enhance potential for deeper embodied engagement. This course is writing attentive and has required movement assignments/presentations. A previous dance studies course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required. No dance experience is necessary, but a willingness to move and create is essential.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

## ARTS: DANCE

### **ARTD B270 Diasporic Bodies, Citizenship, and Dance**

Fall 2020

Take a journey through citizenship, belonging and revolutions, guided by the lived experiences of prominent teachers, choreographers, and performers of traditional and contemporary dances of Black and African descent. Our theory and practice frameworks are grounded in women and LGBTQ+ scholars and dance artists navigating diasporic blackness, citizenship, and nationhood. We will centralize the notion that, Black Life is Tied to All Life, investigating the significance of developing philosophies and practices of integrity, as well as boundary-breaking transformations when traversing dance/movement as a nomadic practice in a globalized world. Dance/movement experience is not a prerequisite, although this is a dance/movement and writing attentive course.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

### **ARTD B330 Modern: Advanced Technique**

Fall 2020, Spring 2021

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. The advanced modern course focuses on both intellectual and kinesthetic understanding of movement and command of technical challenges and 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 and accomplishment. Preparation three semesters of Modern: Intermediate Technique, or its equivalent, or permission of the instructor.

### **ARTD B331 Ballet: Advanced Technique**

Fall 2020, Spring 2021

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. The advanced ballet course focuses on both intellectual and kinesthetic understanding and command of technical challenges and performance. The last half hour of the class is used for optional pointe or repertory work with permission of the instructor. 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 and accomplishment. Preparation: Minimum of three semesters of intermediate level ballet, or its equivalent, or permission of the instructor. First-semester first-year students must take a placement class during customs week.

### **ARTD B342 Advanced Choreography**

Fall 2020, Spring 2021

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 recommended. Pre-requisite: ARTD B142: Dance Composition: Process and Presence and ARTD B144: Dance Composition: Elements and Craft.

### **ARTD B345 Dance Ensemble: Modern**

Fall 2020, Spring 2021

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

### **ARTD B346 Dance Ensemble: Ballet**

Fall 2020

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

### **ARTD B347 Dance Ensemble: Jazz**

Spring 2021

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

### **ARTD B348 Dance Ensemble: African Dance Forms**

Spring 2021

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertories are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to



the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is recommended. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

Counts toward Africana Studies

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

Not offered 2020-21

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

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

Spring 2021

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. Students audition for entrance into individual ensembles. Original works are choreographed by faculty or guest choreographers and performed in concert. Students are evaluated on their participation in rehearsals, demonstration of commitment and openness to the choreographic process, and achievement in performance. Preparation: This course is suitable for intermediate and advanced level dancers. Students must commit to the full semester and be available for rehearsal week and performances in the Spring Dance Concert.

#### **ARTD B400 Senior Project/Thesis**

Majors develop, in consultation with a faculty advisor, a senior capstone experience that will expand and deepen their work and interests within the field of dance. This can range from a significant research or expository paper to a substantial choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a reflection paper. Work begins in the fall semester and should be completed by the middle of the spring semester.

#### **ARTD B403 Supervised Work**

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project. Permission of the instructor is required.

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

Not offered 2020-21

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of

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

Counts toward Counts toward Praxis Program

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

Fall 2020, Spring 2021

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

#### **PE(D) B108 Jazz: Beginning Technique**

Fall 2020

An introduction to the basic movement elements of jazz dance styles including the development of the necessary skills for moving dynamically through space, with rhythm and expression. The course uses a variety of contemporary music and focuses on both high energy and more subtle uses of movement. This course is open to all levels of experience. (Semester course, 2 PE credits)

#### **PE(D) B111 Hip-Hop**

Fall 2020

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

Counts toward Africana Studies

#### **PE(D) B112 Dance of the African Diaspora**

Fall 2020

This course explores the movement and rhythms of African Dance and aims to develop the necessary skills and deepen the student's kinesthetic, aesthetic and cultural awareness of the power of African dance forms. This course is open to all levels of experience. (Semester Class, 2 PE Credits)

#### **PE(D) B126 Rhythm & Style**

Not offered 2020-21

Learn Tap and Flamenco in the same semester! Half a semester introduces street tap or hoofing, a uniquely American and long-standing Philadelphia form of tap that focuses on rhythms and sounds produced by the dancer's taps. Half a semester introduces basic postures, rhythms, foot, and hand percussion that are central to Flamenco dance. Both fun and energetic, these forms cultivate listening and rhythmic skills and a sense of personal style. Shoes provided. (Semester Course, 2 PE Credits)

## ARTS: DANCE / THEATER

### **PE(D) B127 Social Dance Forms: Salsa/Swing**

Section 001 (Spring 2020): Salsa and Swing

Not offered 2020-21

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

Counts toward Africana Studies

### **PE(D) B131 Tap: Learning and Performing**

Not offered 2020-21

During the first half of the course, students learn and review basic tap vocabulary. In the second half, students utilize the techniques they have acquired to prepare one or two short choreographed pieces with mixed level sections for an end-of-semester studio performance. Open to advanced beginners through intermediate tap dancers. Preparation: minimum of one-half semester of tap or proficiency in basics of tap. (Semester Course, 2 PE Credits; Intermediate students may register for 2nd half only, for 1 PE credit)

### **PE(D) B145 Dance Ensemble: Modern**

Fall 2020

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. 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 open to intermediate and advanced level dancers.

### **PE(D) B147 Dance Ensemble: Jazz**

Fall 2020

Dance ensembles are designed to offer students significant opportunities to develop dance technique and performance skills. 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 open to intermediate and advanced level dancers.

### **PE(D) B149 Dance Ensemble: School Performance Project**

Fall 2020

The School Performance Project combines dance performance and community service. Under the direction of Director of Dance Madeline Cantor, students develop a program consisting of a lecture-demonstration and a performance piece with original music and costuming. The program tours public schools in the Philadelphia area at the end of the fall semester, reaching over 1,000 each year. The Project serves a dual purpose: it serves audiences who may rarely see dance or other live arts programming, and it provides students the opportunity to perform for diverse audiences in non-traditional settings. For more details, contact Mady Cantor, [mcantor@brynmawr.edu](mailto:mcantor@brynmawr.edu).

### **PE(D) B150 Dance Ensemble: Hip-hop**

Section 001 (Spring 2020): Hip Hop

Not offered 2020-21

Enrollment Criteria: By audition only. Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is open to intermediate and advanced level dancers. Concurrent attendance in one technique class session a week is strongly recommended. Students must commit to the full semester and be available for rehearsal week and two Spring Dance Concert performances. (Semester course, 2 PE credits)

### **PE(D) B195 Movement for Theater**

Fall 2020

Students must be performing in a faculty-directed Theater Program production that utilizes physical theatre techniques. This course can fulfill a total of two Physical Education credits but not concurrently with taking it for academic credit. This course can fulfill up to a total of two Physical Education credits and cannot be repeated beyond that. Credit is approved through faculty director at end of semester.

### **PE(D) B196 Dance Composition Lab**

Not offered 2020-21

Students rehearse and perform in Dance Composition II student dance works. (Semester Class, 2 PE Credits)

### **PE(D) B197 Directed Work in Dance**

Fall 2020

This course can fulfill up to two Physical Education credits and cannot be repeated. Permission of Dance Program Director is required. (Semester Course, 2 PE Credits)

## **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 electives. Students must consult with the Theater faculty to ensure that the necessary areas in the field are covered. Students may submit an application to major in Theater through the independent major program.

## Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

## Courses

### ARTT B151 Focus: Dramatic Structures in Plays, Performance, and Film

Spring 2021

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

Critical Interpretation (CI)

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

Spring 2021

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

Critical Interpretation (CI)

### ARTT B234 Lighting Design

Not offered 2020-21

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

Course does not meet an Approach

### ARTT B250 Twentieth-Century Theories of Acting

Not offered 2020-21

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.

### ARTT B251 Fundamentals of Acting

Fall 2020, Spring 2021

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

### ARTT B252 Fundamentals of Technical Theater

Fall 2020

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.

### ARTT B253 Performance Ensemble

Fall 2020, Spring 2021

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.

### ARTT B254 Fundamentals of Theater Design

Spring 2021

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.

Course does not meet an Approach

### ARTT B255 Fundamentals of Costume Design

Fall 2020

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.

Course does not meet an Approach

### ARTT B265 Acting Across Culture

Spring 2021

This course examines how we access Shakespeare across culture and across language, as performers and audience members. We will explore the role of creator/performer using traditional and non-traditional means (text work and scansion, investigation of objective and actions, and first-folio technique). Prerequisites: Fundamentals of Acting or its equivalent.

Cross-Cultural Analysis (CC)

## ARTS: THEATER

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

Not offered 2020-21

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

Counts toward Visual Studies

### **ARTT B351 Acting II**

Not offered 2020-21

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

### **ARTT B353 Advanced Performance Ensemble**

Fall 2020, Spring 2021

An advanced, intensive workshop in theater performance. Students explore a range of performance techniques in the context of rehearsing a performance project, and participate in weekly seminars in which the aesthetic and theatrical principles of the play and production will be developed and challenged. The course may be repeated. Prerequisite: ARTT B253 or permission of the instructor.

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

Fall 2020

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scene work culminating in on-campus performances. Prerequisite: ARTT B251 Fundamentals of Acting or permission of the instructor.

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

Spring 2021

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.

### **ARTT B359 Directing for the Stage**

Not offered 2020-21

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

casting and actor coaching. Students rehearse and present three major scenes. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

### **ARTT B403 Supervised Work**

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

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

Over the semester, the student will attend all auditions, rehearsals, and performances of the Bi-College Theater Program production, and will be responsible for managing all the details of same. With the guidance of a mentor and through reading and research, the student will learn to perform the many organizational and communications tasks involved in stage management. Students will be required to read a number of texts with the goal of understanding the vast scope of the job, the artistry and authority expected of a stage manager, the variations in styles of stage management, and the standard procedures a student stage manager can incorporate into a college setting. Each student will be expected to keep a daily journal of their experience--intellectual, artistic, and practical. The journal is their own and is meant to stimulate and deepen their thinking about the process. This practicum requires that a student be willing to engage in the production process both as an artist with an intellectual stake in the work and as an adult with a position of real authority in the group. The student will be expected to use that authority while always remaining calm, polite, kind, and generous to the artists with whom they are working. Prerequisites: Prior academic work in theater and the permission of the instructor

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

Not offered 2020-21

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories and practices. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching, and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater and towards a major or minor in Education.

Counts toward Counts toward Praxis Program

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

Fall 2020

This dance composition course develops knowledge and skill in the theory and craft of choreography. Basic elements of dancemaking such as space, timing, shaping, and relationship are explored and refined through structured and open movement experiences. Attention is given to developing movement invention skills and compositional strategies; considering form and structure; investigating music, language, images, and objects as sources; experimenting with group design; and broadening critical understanding of their own work and the work of others. Students will work on weekly solo and

group projects. Related viewing and reading will be assigned. Concurrent participation in any Dance Program technique course, either for credit or as an auditor, is recommended.

Critical Interpretation (CI)

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **ARTW B262 Playwriting I**

Fall 2020

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

Critical Interpretation (CI)

## **ASTRONOMY AND ASTROPHYSICS**

### **Faculty**

Suzanne Amador Kane, Professor of Physics and Astronomy

Ted Brzinski, Assistant Professor of Physics and Astronomy

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

Daniel Grin, Assistant Professor of Physics and Astronomy; Coordinator of Scientific Computing

Andrea Lommen, Professor and Chair of Physics and Astronomy

Karen Masters, Associate Professor of Physics and Astronomy

Bruce Partridge, Professor Emeritus of Physics and Astronomy

Walter Smith, The Paul and Sally Bolgiano Professor of Physics; Professor of Physics and Astronomy (spring)

Paul Thorman, Physics Laboratory Instructor and Observatory Coordinator

### **Affiliated Faculty**

David Wonnacott, Associate Professor of Computer Science

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

Entry to either the astronomy or astrophysics major comprises foundational courses in physics and mathematics during the first two years as well as ASTR 204 (typically taken in the sophomore year), which surveys all major areas of modern astrophysics. We also offer a number of more focused, upper level courses on specific topics in astronomy and astrophysics, including one on modern observational techniques. These courses usually reflect the research interests of our faculty.

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

### **Learning Goals**

The courses offered in the astronomy and astrophysics program address a variety of learning goals:

## ASTRONOMY AND ASTROPHYSICS

- Knowledge of the contents of the extraterrestrial universe, including planets, stars, galaxies, and the large-scale structure of the universe itself, and understanding the formation and evolution of all of these.
- Problem-solving skills: like physics, astronomy emphasizes the understanding the physical world in terms of physical laws, an endeavor that is validated by applying these mathematical laws to a variety of astrophysical phenomena and then solving the resulting mathematical problem in order to verify the subsequent predictions with observations.
- Constructing models: the construction of models to describe natural phenomena and astronomy represents the most creative aspect of any science.
- Developing physical intuition: the ability to look at a complicated system and know what's important.
- Computer programming: a cornerstone of modern astronomy, from data analysis to modeling.
- Observing skills in using a variety of astronomical instruments and techniques.
- Research experience, which involves:
  - confronting the unknown and tolerating its ambiguity.
  - generating new science with which to understand new observations.
  - analyzing data.
  - the art of scientific collaboration.
  - oral and written communication of new results.
  - designing new experiments/observations, and networking with other scientists to possibly generate new collaborative efforts.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

## Curriculum

### Introductory Courses

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

### Major Programs

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

The department also offers a minor in astronomy.

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

applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy.

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

- study physics (PHYS H105 or PHYS H115 and PHYS H106, or PHYS H101 and PHYS H102, or Bryn Mawr equivalents). beginning in their first year.
- enroll in ASTR204 and PHYS H213/PHYS H214 in their sophomore year.

For students with little or no prior computer programming experience, and who do not intend to take CMSC105, we advise (but do not require) taking ASTR 104 / PHYS 104 in the first or second year. (Students who do well in this course can, if desired, go on to take CMSC107.)

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either physics or astronomy. Astronomy majors may pursue a double major or a minor in physics, however we encourage students considering that option to look more closely at being an astrophysics major.

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

## Major Requirements

### Astrophysics Major Requirements

- PHYS H105 (or PHYS H115 or PHYS H101), PHYS H106 (or PHYS H102), PHYS H213, PHYS H214, PHYS H211 (usually taken concurrently with PHYS H213).
- Two mathematics courses; MATH H121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- ASTR H204 and any two 300-level astronomy courses. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- PHYS H302, PHYS H303, and PHYS H309.
- The Senior Seminar, PHYS H399F and PHYS H399I, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics and Astronomy Department or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.

Bryn Mawr equivalents may be substituted for the non-astronomy courses.

### Astronomy Major Requirements

- PHYS H105 (or PHYS H101 or PHYS H115), PHYS H106 (or PHYS H102), PHYS H213, PHYS H214.
- Two mathematics courses; MATH H121 and all 200-level

or higher mathematics courses can be used to satisfy this requirement.

- ASTR H204, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- PHYS H399F and PHYS H399I, which may be replaced by approved independent research either at Haverford or elsewhere.
- Written comprehensive examinations.

Bryn Mawr equivalents may be substituted for the non-astronomy courses.

## Senior Project

The senior project and requirements are the same for the Astronomy major and the Astrophysics major:

Coursework prior to the senior year provides students' primary preparation for their thesis work. As outlined in our program's educational goals, this coursework emphasizes: knowledge of the extraterrestrial universe, problem solving skills, constructing models, developing physical intuition, computer programming, observing skills, and research-like inquiry. Students also gain experience with oral and written communication of complex scientific topics in their introductory physics labs and in upper level coursework, including ASTR H341 (Observational Astronomy). During group research meetings, students provide weekly oral reports to each other on their thesis progress and receive ongoing support and instruction from faculty.

To pull together the many elements that make up the senior year, students are required to participate in a year-long seminar course, PHYS H399. At the approximately biweekly meetings, students and some departmental faculty gather around a table to discuss topics running the gamut from scientific ethics to how to give a scientific talk or write a scientific research paper. Further details on this course are contained in the description of senior year work in physics.

The most important part of the senior seminar remains the senior paper and the senior presentations. We assess students by their performance on a short talk and the draft of the background section of their thesis during the fall semester, a comprehensive talk or poster presentation in the spring semester and a senior thesis written in the form of a scientific paper.

### Senior Project Learning Goals

The senior thesis project extends through at least an entire academic year, with many students starting their thesis research during the summer before their senior year. The thesis thus requires students to engage in focused work, towards a single goal, for a substantial time period. We aim for students to develop deep topical expertise in a single subfield of astronomy or astrophysics, and to develop technical expertise in one of the analysis techniques common to that field (often computational data analysis).

Students learn to ask good questions of others and themselves, in pursuit of a deeper understanding of a previously unsolved question about the natural world.

Students are expected to place their senior research work in the context of the scientific literature in their field of study, and to present their results to an audience of professionals (for their

thesis) and their peers (for the talk or poster). They are given training in searching and reading the scientific literature by each research supervisor, as well as specific materials through the senior seminar course.

More than is the case in any other undergraduate curricular engagement, students must learn how to be independent and self-motivated to complete their thesis work. This style of scientific inquiry also imbues a realistic sense of professional scientific research in students and increases their grit.

### Senior Project Assessment

Each senior's thesis culminates in both a written and an oral component. The written thesis is carefully read and evaluated by two faculty readers.

The thesis research itself is evaluated for (i) a demonstrated understanding of the context and content of the research (including a review of the relevant scientific literature), (ii) independent problem solving and synthesis, and (iii) success in understanding the forward looking implications of the research.

The written and oral presentations of the research are evaluated for (i) a clear and appropriate writing style and (ii) well-curated and well-presented visual displays of the research results.

### 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. The award of honors will additionally be based on the senior thesis and talk. High honors carries the additional requirement of demonstrated originality in senior research.

## Minor Requirements

- PHYS H105 (or PHYS H115 or PHYS H101); PHYS H106 (or PHYS H102).
- ASTR H204; one 300-level astronomy course. Minors may substitute a 100-level Swarthmore astronomy seminar for the 300-level astronomy course.

## Concentrations and Interdisciplinary Minors

Astronomy and astrophysics majors can pursue concentrations in scientific computing and education, while astrophysics majors with interdisciplinary interests in biophysics may also qualify for the biophysics concentration.

Each of these concentrations is described in its relevant section of the Catalog.

## Special Programs

Haverford is part of the KNAC eight-college consortium (<https://astro.swarthmore.edu/knac>) that provides research assistantships for a summer student exchange program, grants for student travel to outside observatories, and a yearly symposium at which students present their research.

## Study Abroad

Astronomy and astrophysics majors can and do pursue studies abroad. There are a number of programs, mostly in English-speaking countries, that allow astronomy and astrophysics majors to continue and broaden their studies in the field while

## ASTRONOMY AND ASTROPHYSICS

abroad. Majors may count courses taken abroad toward the major with advanced permission; typically two to three courses may be granted credit in this way.

Students interested in studying abroad should discuss this point with their major/pre-major advisor in advance.

### Facilities

See the departmental web page for a description of laboratories, equipment and other special facilities for this program.

### Courses

#### ASTR H101 Astronomical Ideas

Division: Natural Science; Quantitative  
Domain(s): C: Physical and Natural Processes

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.

#### ASTR H104 Topics in Intro Programming: Physics and Astronomy

Division: Natural Science; Quantitative  
Domain(s): C: Physical and Natural Processes

Topics in Introductory Programming is designed to give a general introduction to programming as related to data analysis across many fields. Students will be introduced to standard introductory programming imperative and object oriented techniques as well as data structures necessary to create efficient and understandable algorithmic solutions to problems. This course satisfies the prerequisite for CMSC 107. Antirequisite(s): Students who have taken a semester of college-level computer science (e.g., CMSC105) or placed into CMSC107 are ineligible to take this course. It is intended for students with little or no background in computer programming. This course is equivalent to CMSC 104.

#### ASTR H152 First-year Seminar in Astrophysics

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

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

Prerequisite(s): PHYS H101 or H105 and concurrent enrollment in PHYS H102, H106 or B121 (or Bryn Mawr equivalents)

#### ASTR H204 Introduction to Astrophysics

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes. Prerequisite(s): MATH H118 or

equivalent; PHYS H105 or PHYS B121; Co-requisite(s): PHYS H106 or B201

#### ASTR H206 Introduction to Astrophysics II

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model.

Prerequisite(s): ASTR H205A and MATH H118 or equivalent.

#### ASTR H304 Computational Physics

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

An introduction to the methods and problems of computational physics, including matrix methods, ordinary differential equations, integration, eigensystems, Monte Carlo techniques, Fourier analysis, and iterative methods. Course will include a substantial independent project. Crosslisted: Physics, Astronomy, Computer Science Prerequisite(s): PHYS 213 or BMC PHYS 306 or instructor consent

#### ASTR H341 Advanced Topics: Observational Astronomy

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H- alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation.

Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite(s): ASTR H206

#### ASTR H344 Advanced Topics in Astrophysics: Gravity Waves

Division: Natural Science  
Domain(s): C: Physical and Natural Processes

This course will explore the creation and detection of gravitational waves (GWs) across the spectrum, from the speculative universe-sized GWs that may someday be detected from the epoch of inflation, to the kHz waves that LIGO did indeed detect last year! In the course you will investigate theoretical, observational, and computational aspects of GWs across the spectrum, culminating in a final investigative project of your own choosing.

Prerequisite(s): ASTR H205 and ASTR H206

#### ASTR H404 Research in Astrophysics

Division: Natural Science

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member.

Prerequisite(s): Instructor consent



## BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students may complete a major in Biochemistry & Molecular Biology. Required courses are drawn principally from the Biology and Chemistry Departments and those interested in Biochemistry should consult both Biology and Chemistry web pages. Students may double major in Biology and Chemistry, but are not permitted to double major in Biology and Biochemistry & Molecular Biology or Chemistry and Biochemistry & Molecular Biology. There is no minor in Biochemistry & Molecular Biology. Students majoring in Biochemistry & Molecular Biology are not permitted to minor in Biology or Chemistry. No more than two non-Tri-Co courses may be counted towards the major.

### Faculty

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Monica Chander, Associate Professor of Biology

Gregory K. Davis, Associate Professor and Chair of Biology

Tamara Davis, Professor of Biology

Karen F. Greif, Professor of Biology

Yan Kung, Associate Professor of Chemistry

Bill Malachowski, Professor of Chemistry

Joshua Shapiro, Assistant Professor of Biology

Lisa Watkins, Lecturer in Chemistry

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

The Biochemistry & Molecular Biology major allows the student to progress through a series of courses that emphasize understanding life at the molecular level and utilize experimental approaches. Research can be a valuable experience for students considering graduate or professional studies or for those planning research or teaching careers. Any Biology or Chemistry professor may be selected as a research adviser, and students are encouraged to consult departmental advisers for information on how to join research groups. Students may begin conducting research at any point in their undergraduate experience with the approval of a faculty member.

With very careful advanced planning a student may enroll in Study Abroad. Typically a Biochemistry & Molecular Biology major will select a one-semester program in an English-speaking country such as England, Wales, Australia or Ghana.

Biochemistry & Molecular Biology Requirements and Opportunities

A student may qualify for an A. B. in Biochemistry & Molecular Biology (BCMB) by completing courses in Biology and Chemistry with the following distribution. Students should be mindful that some courses have pre-requisites. Students interested in the BCMB major should complete CHEM 103/104 in their freshman year. Students should see the BCMB major adviser if they believe they qualify for advanced placement.

### Fundamental Courses

- Biology 110
- Chemistry 103, 104
- Chemistry 211 and 212 or 213, 214

### Major Writing Requirement

Students will complete two writing-attentive laboratory courses before the end of their junior year. To satisfy this requirement, students typically select two courses from the following list: Biology 375, Biology 376, Chemistry 251, or Chemistry 252.

### Core Biochemistry Courses

- Biology 375 OR Chemistry 242 and Chemistry 251
- Chemistry 377

### Advanced Biology and Chemistry Courses

- Biology 201
- Biology 376
- Chemistry 221 OR Chemistry 222

### Advanced Electives on Biochemically Related Topics

Two courses that provide depth and breadth are required and at least one must be at the 300 or 500 level OR have a laboratory component.

Suggested courses include, but are not limited to:

- Biology 215
- Biology 216
- Biology 255
- Biology 271
- Biology 327
- Biology 340
- Biology 352
- Chemistry 221 or 222 (if not used as a Core course)
- Chemistry 231
- Chemistry 331
- Chemistry 332
- Chemistry 345
- Chemistry 515

Students are encouraged to consider suitable course offerings at Haverford and Swarthmore. All advanced elective choices must be approved by the major adviser.

### Senior Experience

Option 1 or Option 2 are required for Honors.

Option 1 – 2 semesters of Biology 400 or Chemistry 400, plus all requirements associated with the senior thesis.

Option 2 – Independent Study or Praxis on a biochemical topic arranged by the student, plus all requirements associated with the senior thesis.

Option 3 – An additional biochemically-related advanced elective at the 300-level or with a laboratory component.

## Courses in Allied Fields

- Mathematics 101, 102
- Mathematics 201

In consultation with the major adviser, two courses must be selected from the courses listed below. Students who plan to undertake graduate or medical studies should consider taking Physics.

- Physics 101, 102 or 121, 122
- Biology 111, 202, 236
- Computer Science 110, 206

## Timetable for Meeting Requirements

There are a variety of ways to meet the major requirements provided that 100 level courses in Chemistry are completed by the end of the freshman year. Fundamental courses in Biology and Chemistry must be completed before the junior year. Either Biology 375 OR Chemistry 242 and 251 must be completed before the senior year. Note that Mathematics 201 is required as a pre-requisite for Chemistry 221 or 222. Two sample programs are shown here; other curricular configurations are possible.

### Sample 1

- Freshman year: Chemistry 103, 104; Mathematics 101, 102
- Sophomore year: Biology 110; Chemistry 211, 212 (or 213, 214); Mathematics 201
- Junior year: Biology 201, 255; Chemistry 222, 242, 251; Physics 101, 102
- Senior year: Biology 352, 376; Chemistry 377; Senior Experience

### Sample 2

- Freshman year: Biology 110, 111; Chemistry 103, 104; Mathematics 101, 102
- Sophomore year: Biology 201; Chemistry 211, 212 (or 213, 214); Mathematics 201
- Junior year: Biology 216, 375; Chemistry 222, 377; CMSC 110
- Senior year: Biology 340, 376; Senior Experience

## Honors

Students seeking to complete the Biochemistry and Molecular Biology Major must complete two semesters of research (Option 1) or an approved independent study or praxis (Option 2) and have a GPA of 3.6 in all major and allied courses.

## Advanced Placement

Students are instructed to follow the policies described by individual departments.

## Courses

### CHEM B103 General Chemistry I

Fall 2020

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular

forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Counts toward Biochemistry and Molecular Biology

### CHEM B104 General Chemistry II

Section 001 (Spring 2020): Enriched Section

Section 001 (Spring 2021): Enriched Section

Spring 2021

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Counts toward Biochemistry and Molecular Biology

### BIOL B110 Biological Exploration I

Fall 2020

BIOL B110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and populational. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required. Fall 2020: BIOL B110 will explore the ways the central dogma of molecular biology relates to the biochemical basis of human disease. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Counts toward Biochemistry and Molecular Biology

### BIOL B111 Biological Exploration II

Spring 2021

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required. Spring 2021: BIOL B111 will explore how organisms adapt to their

environments. Topics to be investigated include development, physiology, photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design. Topics include development, neurobiology, evolution, physiology, ecology, and ecosystems.

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

### **BIOL B201 Genetics**

Fall 2020

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

### **BIOL B202 Introduction to Neuroscience**

Fall 2020

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Neuroscience

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

Fall 2020

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

### **CHEM B212 Organic Chemistry II: Biological Organic Chemistry**

Section 001 (Spring 2020): Biological Organic Chemistry

Section 001 (Spring 2021): Biological Organic Chemistry

Section 002 (Spring 2020): Biological Organic Chemistry

Section 002 (Spring 2021): Biological Organic Chemistry

Spring 2021

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

### **BIOL B216 Genomics**

Not offered 2020-21

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.

Quantitative Methods (QM)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

### **BIOL B220 Ecology**

Fall 2020

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

## BIOCHEMISTRY AND MOLECULAR BIOLOGY

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

Fall 2020

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Quantitative Methods (QM)

Counts toward Counts toward Biochemistry and Molecular Biology

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

Spring 2021

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH 201. May be taken concurrently with CHEM B212, with permission of instructor.

Quantitative Methods (QM)

Counts toward Counts toward Biochemistry and Molecular Biology

### **BIOL B225 Biology and Ecology of Plants**

Not offered 2020-21

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

### **CHEM B231 Inorganic Chemistry**

Spring 2021

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.

Course does not meet an Approach

Counts toward Counts toward Biochemistry and Molecular Biology

### **CHEM B242 Biological Chemistry**

Fall 2020

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Course does not meet an Approach

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

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

Not offered 2020-21

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

Counts toward Counts toward Neuroscience

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

Fall 2020

This is a laboratory topics course integrating advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record keeping and writing. Prerequisite CHEM B212. Co-requisite: CHEM B221 or B231 or B242. Attendance at departmental colloquia is expected of all students.

Quantitative Readiness Required (QR)

Counts toward Counts toward Biochemistry and Molecular Biology

### **CHEM B252 Research Methodology II**

Spring 2021

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Quantitative Readiness Required (QR)

Counts toward Counts toward Biochemistry and Molecular Biology

### **BIOL B255 Microbiology**

Spring 2021

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

Counts toward Counts toward Health Studies

**BIOL B271 Developmental Biology**

Fall 2020

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

**BIOL B327 Evolutionary Genetics and Genomics**

Not offered 2020-21

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required. Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

**BIOL B340 Cell Biology**

Not offered 2020-21

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity and cell signaling. Laboratory experiments are focused on studies of the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

**CHEM B345 Advanced Biological Chemistry**

Fall 2020

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts toward Counts toward Biochemistry and Molecular Biology

**BIOL B375 Biochemistry**

Fall 2020

This course will focus on the structure and function of proteins,

carbohydrates and lipids, enzyme kinetics, and central metabolic pathways. 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. Prerequisites: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212).

Counts toward Counts toward Biochemistry and Molecular Biology

**BIOL B376 Molecular Biology**

Spring 2021

This course focuses on the analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

**CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

Spring 2021

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

**BIOL B399 Senior Seminar in Laboratory Investigations**

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Corequisite: enrollment in BIOL B403.

Counts toward Counts toward Biochemistry and Molecular Biology

**CHEM B515 Topics in Organic Chemistry**

Not offered 2020-21

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

## BIOLOGY

Students may complete a major or minor in Biology. Minors with connections to the Biology Major include computational methods, environmental studies, health studies or neuroscience.

### Faculty

Monica Chander, Associate Professor of Biology

Gregory Davis, Associate Professor and Chair of Biology

Tamara Davis, Professor of Biology on the Eleanor A. Bliss Chair in Biology

Karen Greif, Professor of Biology (on leave semester I)

Thomas Mozdzer, Associate Professor of Biology

Sydne Record, Associate Professor of Biology (on leave semesters I & II)

Crystal Reynaga, Assistant Professor of Biology

Jennifer Skirkanich, Senior Lecturer in Biology

Michelle Wien, Senior Lecturer in Biology

Adam Williamson, Assistant Professor of Biology and Co-Director of Health Studies

The programs of the Department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent research. Introductory and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells, and organisms, to populations. Advanced courses encourage students to gain proficiency in the critical reading of research literature, leading to the development, presentation and defense of a senior paper as the capstone experience. Opportunities for supervised research with faculty are available and encouraged. Students considering majoring in Biology are encouraged to meet with the Department's major advisor to determine the best sequence of courses based on their interests and goals.

### Major Requirements

- Two semesters of introductory biology (BIOL110, and BIOL111 or BIOL115)
- Must be completed with merit grades before the beginning of junior year.
- A score of 5 on the Advanced Placement examination, or 7 on the International Baccalaureate examination, can be used to satisfy one semester of introductory biology. Students placing out of one semester of introductory biology are still required to take one semester of BIOL 110/111/115 plus an additional Biology course at the 200 or 300 level. In general, the Department highly recommends both semesters for majors since some 200/300-level courses require specific introductory courses (e.g., BIOL 110) as prerequisites.
- Six courses at the 200 and 300 level (excluding BIOL 390-398)
- At least two of these upper-level courses must be at the 300 level.

- At least three of these upper-level courses must be laboratory courses. For students enrolled in two semesters of BIOL 400 or BIOL 403, only two upper-level laboratory courses are required.
- The Writing in the Major requirement is fulfilled by completion of two 200/300-level laboratory courses in Biology, all of which are writing attentive.
- No more than two upper-level courses may be taken outside the Bryn Mawr Biology Department.
- Senior capstone experience (two options)
- Option 1: Two semesters of senior laboratory research (BIOL 400), which includes written and oral presentation of a senior paper based on this research.
- Option 2: A topics-based senior seminar course (BIOL 390-398) taken in the senior year, which includes written and oral presentation of a senior paper based on an in-depth investigation of a topic.
- Two semester courses in general chemistry (CHEM 103 and CHEM 104)
- Must be completed with merit grades before the beginning of junior year.
- Three semester courses in allied sciences to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics, or Psychology. Selection of allied science courses must be made in consultation with the student's major adviser, and be approved by the Department.

### Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. As part of the process for awarding honors in Biology, interested seniors are required to write a short (one-page maximum) essay identifying ways in which they have distinguished themselves within the Biology Department, including activities and scholarship beyond the classroom that exemplify their engagement and growth as a Biology major. In order to be considered for honors, Biology majors are required to attend at least six STEM-focused seminars at Bryn Mawr College or Haverford College over the course of their junior and senior years. In addition, students are required to submit a one-paragraph summary of each seminar they attend within 48 hours of attendance. (Link to form: [brynmawr.qualtrics.com/SE/?SID=SV\\_d1fni5ZqFprdYhf](https://brynmawr.qualtrics.com/SE/?SID=SV_d1fni5ZqFprdYhf).)

Final selection for honors is made by the Biology faculty.

### Minor requirements

- Six semester courses in Biology (including up to two introductory biology courses)
- No more than two of these courses may be taken outside the Bryn Mawr Biology Department

Minors in Environmental Studies, Computational Methods, Health Studies and Neuroscience

These minors are available for students interested in interdisciplinary exploration in these areas. Check relevant sections of the course catalog for complete descriptions of the minors.

## Teacher Certification

The College offers a certification program in secondary teacher education. Consult catalog for further information.

## Animal Experimentation Policy

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

## 4+1 Master of Engineering Program with the University of Pennsylvania

Students enrolled in this program may begin coursework towards their master's degree at University of Pennsylvania as a Bryn Mawr undergraduate. After graduation from Bryn Mawr, students will complete their master's coursework over the course of a year as a full-time student at UPenn. More information can be found at [www.brynmawr.edu/academics/41-master-engineering-penn](http://www.brynmawr.edu/academics/41-master-engineering-penn). Biology majors interested in the 4+1 Program with Penn Engineering should contact Jennifer Skirkanich ([jskirkanic@brynmawr.edu](mailto:jskirkanic@brynmawr.edu)).

## Summer Science Research Program at Bryn Mawr College

Bryn Mawr and Haverford students are eligible to apply to the Summer Science Research (SSR) program. SSR is a 10-week program that supports students who are doing discovery-based research in the laboratory or field with Bryn Mawr faculty. The program provides support for students along with a speaker series and professional development programming. More information can be found [here](#).

## Courses

### BIOL B101 Introduction to Biology I: Genetics & the Central Dogma

Fall 2020

For post-baccalaureate premedical students only. A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week

Course does not meet an Approach

### BIOL B102 Introduction to Biology II: Biochemistry & Human Physiology

Spring 2021

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. BIOL B101 is strongly recommended.

Course does not meet an Approach

### BIOL B110 Biological Exploration I

Fall 2020

BIOL B110 is an introductory-level course designed to

encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and populational. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required. Fall 2020: BIOL B110 will explore the ways the central dogma of molecular biology relates to the biochemical basis of human disease. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology

### BIOL B111 Biological Exploration II

Spring 2021

BIOL B111 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week. Quantitative readiness is required. Spring 2021: BIOL B111 will explore how organisms adapt to their environments. Topics to be investigated include development, physiology, photosynthesis, ecology (population, community and ecosystem), and evolution. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on the scientific process and experimental design. Topics include development, neurobiology, evolution, physiology, ecology, and ecosystems.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology

### BIOL B115 Computing Through Biology: An Introduction

Not offered 2020-21

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Three hours of lecture, three hours of lab per week.

Quantitative Methods (QM)  
Scientific Investigation (SI)

### BIOL B150 Human Anatomy

Spring 2021

An introduction to human anatomy. Topics include overall organization, cells and tissues, and the integumentary, skeletal, muscular, and nervous systems of animals and humans. Laboratories are designed to provide hands-on experience to familiarize students with anatomy in the context of whole organs and the organism. Lecture three hours, laboratory three

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hours a week. Course does not count toward the Biology Major.  
Prerequisite: One semester of BIOL 110-111, CHEM 103 and 104, or permission of instructor.

Course does not meet an Approach  
Quantitative Readiness Required (QR)

### **BIOL B201 Genetics**

Fall 2020

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Health Studies

### **BIOL B202 Introduction to Neuroscience**

Fall 2020

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Neuroscience

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

Fall 2020

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Counts toward Environmental Studies  
Counts toward Health Studies

### **BIOL B214 The History of Genetics and Embryology**

Not offered 2020-21

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well-known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific

contributions in historical context, requiring a review of core concepts in genetics and developmental biology.

Inquiry into the Past (IP)  
Scientific Investigation (SI)  
Counts toward Gender and Sexuality Studies

### **BIOL B216 Genomics**

Not offered 2020-21

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.

Quantitative Methods (QM)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Health Studies

### **BIOL B217 Biomechanics**

Spring 2021

This course integrates anatomy, physiology, neuromechanics, and physics to understand the principles that govern animal and human movement. Concepts will highlight the interdisciplinary nature of biomechanics that must be used to study the mechanics of movement, from running, walking, flying, to swimming. Students will develop fundamental quantitative skills for biological problem-solving and be exposed to the field of comparative biomechanics. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### **BIOL B220 Ecology**

Fall 2020

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Environmental Studies

### **BIOL B225 Biology and Ecology of Plants**

Not offered 2020-21

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they respond to environmental stimuli.



In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems. One semester of BIOL 110/111.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Environmental Studies

### **BIOL B236 Evolution**

Spring 2021

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Scientific Investigation (SI)

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

Not offered 2020-21

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Environmental Studies  
Counts toward Neuroscience

### **BIOL B255 Microbiology**

Spring 2021

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Environmental Studies  
Counts toward Health Studies

### **BIOL B271 Developmental Biology**

Fall 2020

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

hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Health Studies

### **BIOL B303 Human Physiology**

Fall 2020

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course, or permission of instructor.

Counts toward Health Studies

### **BIOL B305 Sleep and Biological Rhythms**

Not offered 2020-21

This seminar course will focus on providing students with a survey of our current understanding of chronobiology and sleep disorders by reading historical and current primary literature. We begin with work on model organisms, and end with an examination of human sleep disorders. Students will present individual papers on topics and lead discussions. Prerequisite: PSYC H217 (Biological Psychology), PSYC B218 (Behavioral Neuroscience), or BIOL B202 (Introduction to Neuroscience) or permission of instructor.

### **BIOL B321 Neuroethology**

Not offered 2020-21

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 by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.

Counts toward Neuroscience

### **BIOL B323 Coastal and Marine Ecology**

Not offered 2020-21

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Lecture three hours, laboratory three hours per week. In 2020 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic. Prerequisite: BIOL B220 or BIOL B225.

Counts toward Environmental Studies

### **BIOL B326 From Channels to Behavior**

Not offered 2020-21

Introduces the principles, research approaches, and

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methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC B218/PSYC H217, or BIOL 202.

Counts toward Neuroscience

### **BIOL B327 Evolutionary Genetics and Genomics**

Not offered 2020-21

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required. Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.

Counts toward Biochemistry and Molecular Biology

### **BIOL B330 Ecological Modeling**

Not offered 2020-21

The survival of humanity depends upon natural resources and ecosystem services. To make important decisions about environmental problems, society needs to understand ecological systems. However, ecological systems are inherently complex. Statistical models coupled with empirical data and simulations provide a means of exploring the complexity of ecological systems to better inform environmental decisions. This class will introduce students to a variety of ecological models while instilling an appreciation for the types of uncertainties that may shroud models to better understand inferences made from them. The course will be taught as a hands-on integrated lab/lecture where students will be expected to program regularly, primarily in R. Prerequisite: BIOL B215 or BIOL B250.

Quantitative Readiness Required (QR)

### **BIOL B332 Global Change Biology**

Spring 2021

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change on ecosystems by critically reading and analyzing the primary literature and the latest IPCC report. In 2021, there will be a mandatory one-day field trip to the Smithsonian Global Change Research Wetland. Prerequisites: BIOL B220, BIOL 225 or BIOL B262, or permission of instructor.

Counts toward Environmental Studies

### **BIOL B340 Cell Biology**

Not offered 2020-21

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell

membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity and cell signaling. Laboratory experiments are focused on studies of the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.

Counts toward Biochemistry and Molecular Biology

### **BIOL B352 Immunology**

Spring 2021

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development; molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisite: BIOL B110.

Counts toward Health Studies

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

Spring 2021

For post-baccalaureate premedical students and non-majors who meet the prerequisites. Course does not count toward the biology major, majors should take BIOL B375. Prerequisites: one semester of BIOL 110/B111, and CHEM 211 or permission of the instructor.

### **BIOL B364 Developmental Neurobiology**

Not offered 2020-21

A lecture/discussion course on major topics in the development of the nervous system. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.

Counts toward Neuroscience

### **BIOL B371 Advanced Developmental Biology**

Not offered 2020-21

This seminar course will explore topics related to how animals develop as the result of a complex interplay between genes and the environment, focusing on literature from the last five years. Students will present individual papers on topics and lead discussions. Prerequisite: BIOL B201(Genetics). B216(Genomics), or B271(Developmental Biology), or permission of instructor.

### **BIOL B375 Biochemistry**

Fall 2020

This course will focus on the structure and function of proteins, carbohydrates and lipids, enzyme kinetics, and central metabolic pathways. 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. Prerequisites: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212).

Counts toward Biochemistry and Molecular Biology

### **BIOL B376 Molecular Biology**

Spring 2021

This course focuses on the analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Counts toward Biochemistry and Molecular Biology

### **BIOL B391 Senior Seminar in Biochemistry**

Not offered 2020-21

The unifying theme of this semester's senior seminar will be Biochemical Mechanisms of Infectious Diseases. Specific discussion topics will be chosen by students enrolled in the course and will be examined with critical readings and oral presentations of work from the research literature. In addition, students will select and research a particular pathogen/infectious disease, produce a significant written document based on their research, and present their research orally to the Biology Department. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: open to senior Biology majors only; one of the following classes: BIOL 375, CHEM 242, BIOL 255, BIOL 201, or permission of instructor.

### **BIOL B393 Senior Seminar in Molecular Genetics**

Not offered 2020-21

This seminar course focuses on topics of current interest and significance in genetics, molecular genetics and genomics. Topics vary, and may include the characterization of functional DNA elements, the effects of allelic variation, mechanisms of gene regulation, and/or genetics as a tool for understanding development. Students investigate topics of interest through critical reading of primary literature and hone written and oral communication skills via the presentation and discussion of scientific information and ideas. In addition, students write, defend, and publicly present one long research paper. Three hours of discussion per week, supplemented by regular meetings with individual students. Prerequisites: BIOL 201, 216 or Biology 376, or permission of instructor.

### **BIOL B395 Sr. Seminar: Cancer Biology**

Not offered 2020-21

A senior seminar course with a broad focus on the biology of cancer. Potential topics might range from basic research in the etiology of cancer, to development of new therapeutics, to proposals for screening or other policies. Students will select and research a topic relating to cancer, and produce a significant written document, and present their research orally to the department. Prerequisites: open to senior Biology Majors only; one (or more) of the following courses: BIOL B201, B271, B340, B375, or B376.

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

Section 001 (Spring 2021): Epidemics

Section 001 (Fall 2020): Vaccines

A senior seminar investigating the relationship of biological science and society. Three hours of discussion per week, supplemented by frequent meetings with individual students. Open to senior Biology majors only.

### **BIOL B399 Senior Seminar in Laboratory Investigations**

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Corequisite: enrollment in BIOL B403.

Counts toward Biochemistry and Molecular Biology

### **BIOL B400 Senior Research**

Independent laboratory research in the senior year, which includes written and oral presentation of a senior paper based on this research. Typically taken both in the fall and the spring, in the spring this course will require meeting for one hour every week as a group.

### **BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts toward Neuroscience

### **BIOL B403 Supervised Laboratory Research in Biology**

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

### **ANTH B207 Becoming Human: Evolutionary Perspectives on Human Anatomy**

Spring 2021

Millions of years of evolution have shaped human anatomy, creating a unique bipedal ape with a very large brain. What can our bones, muscles, and physiology tell us about our evolutionary past? In this course you will learn about human biology from an evolutionary perspective by considering humans as primates with a unique evolutionary trajectory. We will consider both how humans are biologically unique and how our primate origins have shaped who we are today. Topics will include human osteology and odontology, functional anatomy, energetics, reproduction, and diversity. Furthermore, we will explore current hypotheses and evidence regarding important questions in human origins and evolution, including whether bipedalism is an efficient and effective form of locomotion, why human reproduction can be a difficult and dangerous process, and which modern day health issues are a result of a mismatch between our current lifestyles and our evolutionary adaptations. Prerequisite: ANTH B101 or permission of instructor.

Inquiry into the Past (IP)

Scientific Investigation (SI)

Counts toward Counts toward Health Studies

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### **ANTH B209 Human Evolution: Debates in Paleanthropology**

Spring 2021

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

Scientific Investigation (SI)

### **ANTH B317 Disease and Human Evolution**

Not offered 2020-21

This course provides an introduction to evolutionary, or Darwinian, medicine, a relatively new field that recognizes that evolutionary processes and human evolutionary history shape health among contemporary human populations, aiming to answer the question "why do we get sick?" The field of evolutionary medicine emphasizes ultimate explanations, such as how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. This perspective complements that of biomedicine, which generally focuses on identifying the proximate mechanisms that give rise to diseases and malfunctions. This course will examine a variety of diseases using an evolutionary perspective, such as emerging infectious diseases, mental health issues, and cancers. We will emphasize chronic diseases, such as cardiovascular disease, obesity, and diabetes, and will focus particularly on the role of diet and psychosocial stress in the development and progression of these conditions.

Counts toward Counts toward Health Studies

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

Fall 2020

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

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

Section 001 (Spring 2020): Enriched Section

Section 001 (Spring 2021): Enriched Section

Spring 2021

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

### **CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

Spring 2021

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts toward Counts toward Biochemistry and Molecular Biology

### **PHIL B310 Philosophy of Science**

Not offered 2020-21

This course investigates philosophical problems arising from reflection about the practice of science and the inferences used in scientific reasoning. Typical topics include the nature of scientific laws and theories, the character of explanation and prediction, the role of idealization in science, the goals of scientific inquiry, the existence of "non-observable" theoretical entities such as electrons and genes, the problem of justifying induction, scientific realism vs. constructivism, the role of values and ethics in science, the evolution of scientific knowledge over time, the social structures of science, and some puzzles associated with probability. We will also look at more specific philosophical issues within particular scientific disciplines (e.g. philosophy of physics, biology, or social science) as they arise throughout the course.

# CHEMISTRY

## Faculty

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Michelle Francl, Frank B. Mallory Professor of Chemistry (on leave semester I)

Jonas Goldsmith, Associate Professor and Chair of Chemistry

Arianna Hall, Lecturer in Chemistry

Olga Karagiari, Lecturer in Chemistry

Yan Kung, Associate Professor of Chemistry

Bill Malachowski, Professor of Chemistry (on leave semesters I & II)

Patrick Melvin, Assistant Professor of Chemistry

Lisa Watkins, Lecturer in Chemistry

Susan White, Professor of Chemistry

## Chemistry Program Requirements and Opportunities

The Chemistry major is offered with several different options:

- American Chemical Society Certified A.B., recommended for graduate school
- Chemistry major, A.B. Only
- Chemistry minor
- Chemistry major with concentration in biochemistry
- Chemistry major with concentration in geochemistry

For all degree options, merit level work is expected in every chemistry, math, biology, geology, and physics course.

FAQ about the Chemistry major can be found at [www.brynmawr.edu/chemistry/faqs](http://www.brynmawr.edu/chemistry/faqs).

### ACS Certified A.B. Major Requirements

A student may qualify for a major in chemistry by completing a total of 13 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211, 212
- Chem 221, 222
- Chem 231
- Chem 242
- Chem 251, 252
- Chem 398, 399
- two other Chem 3xx

Chem 213/214 can replace Chem 212 for all major, minor and concentration requirements.

Other required courses: Math 101, 102, 201. Students who plan to do graduate work in chemistry should also consider taking Physics 121/122 (preferred) or 101/102 and Physics 201.

Students majoring in Chemistry fulfill the disciplinary writing requirement by satisfactorily completing Chem 251 and 252, which are writing attentive courses.

## Major, A.B. only

A non-ACS certified major requires all of the above coursework except Chem 398, 399.

## Timetables for Meeting Major Requirements

Students may follow various schedules to meet their major requirements. However, a fairly typical one is:

- freshman year: Chem 103 and 104, Math 101 and 102
- sophomore year: Chem 211 and 212, Math 201
- junior year: Chem 221, 222, 231, 242, 251, 252
- senior year: two or more Chem 3xx

In particular note that:

- Math 201 must be completed before taking Chem 221. Math 201 is offered at Bryn Mawr only in the fall, but an equivalent course is offered at Haverford in the spring term.
- With instructor's permission, Chem 221/222 can be taken concurrently with Chem 211/212 and this arrangement allows for the completion of all major requirements in three years.
- The required 300x courses all have prerequisites that generally include Chem 212 and/or Chem 222.

Students who wish to deviate from the usual schedule should consult with the major adviser as early as possible to devise an alternative.

## Honors

The requirements for departmental honors are:

- Complete one of the major plans.
- Maintain a chemistry GPA of 3.7 or better.
- Complete Chem 398 and 399 with a grade of 3.3 or better each semester.
- Participate in research oral/poster presentations.
- Write an acceptable thesis, and meet all department deadlines for submission of the thesis.
- Complete an additional unit of Chem 3xx (for a total of three 300-level chemistry units). With department approval, one unit of 300-level work in certain fields may be substituted.

## Minor

A student may qualify for a minor in chemistry by completing a total of 7 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211, 212
- Chem 221\* or 222\*
- Chem 231 or 242\*\*
- Chem 251 or 252

\*Pre-requisite: Math 201

\*\*Biol 375 may be substituted for Chem 242

Other required courses: Math 101, 102

## CHEMISTRY

### Major with Concentration in Biochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221\*, 222\*, 231 or 242\*\* (choose 3 of 4)
- Chem 251, 252
- Chem 345 or 377
- Chem 3xx
- Biol 201
- Biol 376\*\*\*

\*Pre-requisite: Math 201

\*\*Biol 375 may be substituted for Chem 242

\*\*\*Chem 242 satisfies the pre-requisite for this course

Other required courses: Math 101, 102

Equivalent biology courses at Haverford may be substituted.

### Major with Concentration in Geochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221\*, 222\*, 231 or 242\*\* (choose 3 of 4)
- Chem 251, 252
- Chem 322 or 332
- Chem 3xx
- Geol 101
- Geol 202
- Geol 302, 305, 350 (choose 2 of 3; Geol 350 requires Geology major adviser approval)

\*Pre-requisite: Math 201

\*\*Bio 375 may be substituted for Chem 242

Other required courses: Math 101, 102

The Chemistry major can also be combined with any of the minors offered in the College. In particular, the minors in Environmental Studies, Education and Computational Science offer attractive combinations with a Chemistry major for future career paths that require competency in those allied fields. Detailed information about these minors can be found in the appropriate section of the catalog. Students may double major in Chemistry and Biology, but are not permitted to double major in Biology and Biochemistry or Chemistry and Biochemistry.

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

- Chemistry major A.B. requirements
- four units of 5xx\*
- two units of 7xx
- M.A. thesis
- written final exam

\*two units may be 3xx

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

The 3-2 Program in Engineering and Applied Science is offered in cooperation with the California Institute of Technology and awards both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

For more information, visit [www.brynmawr.edu/deans/exp\\_acad\\_options/3-2\\_prog\\_eng\\_app\\_sci.shtml](http://www.brynmawr.edu/deans/exp_acad_options/3-2_prog_eng_app_sci.shtml) Chemistry students considering this program should contact Chemistry Laboratory Lecturer Lisa Watkins.

### 4+1 Program in Engineering at UPenn

The University of Pennsylvania 4+1 engineering program allows students to earn an A.B. at Bryn Mawr and an M.S. in Engineering (M.S.E) at UPenn. Students apply between the beginning of the sophomore year and end of the junior year. For more information, visit [www.brynmawr.edu/academics/combined-degrees/abma-programs-partner-institutions/41-master-engineering-program](http://www.brynmawr.edu/academics/combined-degrees/abma-programs-partner-institutions/41-master-engineering-program). Chemistry students considering this program should contact Chemistry Laboratory Lecturer Lisa Watkins. See also the description of the 4+1 Program in Engineering at UPenn.

## Courses

### CHEM B103 General Chemistry I

Fall 2020

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: Quantitative Readiness Required.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Biochemistry and Molecular Biology

### CHEM B104 General Chemistry II

Section 001 (Spring 2020): Enriched Section

Section 001 (Spring 2021): Enriched Section

Spring 2021

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Biochemistry and Molecular Biology

### CHEM B125 Writing Science

Spring 2021

How does scientific research make its way out of the lab? Science translates from the laboratory and the field to journals written for the expert and is often translated again for more

general audiences--appearing in venues such as Twitter, newspapers, essays, and memoirs. This course will explore the many ways in which science is translated. Students will experiment with different structures and genres, with weekly readings and writing exercises designed to help them be clearer, livelier writers of science. This is a half-semester, half-credit course.

### **CHEM B208 Topics in Art Analysis**

Not offered 2020-21

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Scientific Investigation (SI)  
Counts toward Museum Studies

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

Fall 2020

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology

### **CHEM B212 Organic Chemistry II: Biological Organic Chemistry**

Section 001 (Spring 2020): Biological Organic Chemistry

Section 001 (Spring 2021): Biological Organic Chemistry

Section 002 (Spring 2020): Biological Organic Chemistry

Section 002 (Spring 2021): Biological Organic Chemistry

Spring 2021

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology

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

Fall 2020

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Quantitative Methods (QM)  
Counts toward Biochemistry and Molecular Biology

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

Spring 2021

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisite: CHEM B104 and MATH 201. May be taken concurrently with CHEM B212, with permission of instructor.

Quantitative Methods (QM)  
Counts toward Biochemistry and Molecular Biology

### **CHEM B231 Inorganic Chemistry**

Spring 2021

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.

Course does not meet an Approach  
Counts toward Biochemistry and Molecular Biology

### **CHEM B242 Biological Chemistry**

Fall 2020

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Course does not meet an Approach  
Counts toward Biochemistry and Molecular Biology  
Counts toward Health Studies

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

Fall 2020

This is a laboratory topics course integrating advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record keeping and writing. Prerequisite CHEM B212. Co-requisite: CHEM B221 or B231 or B242. Attendance at departmental colloquia is expected of all students.

Quantitative Readiness Required (QR)  
Counts toward Biochemistry and Molecular Biology

### **CHEM B252 Research Methodology II**

Spring 2021

This laboratory course integrates advanced concepts in

## CHEMISTRY

chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Quantitative Readiness Required (QR)  
Counts toward Biochemistry and Molecular Biology

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

Section 001 (Spring 2020): Synthesis

Not offered 2020-21

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.

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

Spring 2021

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as CHEM B211/B212), and some coursework in physical chemistry.

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

Not offered 2020-21

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

### **CHEM B345 Advanced Biological Chemistry**

Fall 2020

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts toward Biochemistry and Molecular Biology

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

Not offered 2020-21

This is a topics course, course content varies. Lecture three hours a week. Prerequisites: CHEM 211, 212 and 231 or permission of instructor.

### **CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

Spring 2021

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the

fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts toward Biochemistry and Molecular Biology

### **CHEM B398 Senior Seminar**

### **CHEM B399 Senior Seminar**

### **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. Suggested Preparation: student must seek permission of faculty supervisor.

### **CHEM B511 Advanced Organic Chemistry I**

Section 001 (Spring 2020): Synthesis

Not offered 2020-21

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week.

### **CHEM B512 Advanced Organic Chemistry**

Not offered 2020-21

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry.

### **CHEM B515 Topics in Organic Chemistry**

Not offered 2020-21

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor.

Counts toward Biochemistry and Molecular Biology

### **CHEM B532 Advanced Inorganic Chemistry**

Not offered 2020-21

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

### **CHEM B534 Organometallic Chemistry**

Not offered 2020-21

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems in organic synthesis. Lecture three hours a week. Course is open to graduate students and those undergraduates with CHEM B231 or permission from the instructor.

### **CHEM B545 Advanced Biological Chemistry**

Not offered 2020-21

This is a topics course. Topics vary. Prerequisite: Any course in Biochemistry.

### **CHEM B550 Selected Topics in Current Chemical Research**

Not offered 2020-21

This is a topics course, course content varies. Lecture three



hours a week. Prerequisites: CHEM 221-222 or permission of instructor.

### **CHEM B577 Biochemistry II: Biochemical Pathways and Metabolism**

Not offered 2020-21

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 375, or permission of instructor.

### **CHEM B701 Supervised Work**

Section 007 (Spring 2020): Biophysical Chemistry Techniques

Section 008 (Spring 2020): Applied X-ray Crystallography

Fall 2020, Spring 2021

### **CHEM B701 Supervised Work**

Not offered 2020-21

### **MATH B101 Calculus I**

Fall 2020, Spring 2021

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

### **MATH B102 Calculus II**

Fall 2020, Spring 2021

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series.

Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Quantitative Methods (QM)

### **MATH B201 Multivariable Calculus**

Fall 2020

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Quantitative Methods (QM)

## **CHILD AND FAMILY STUDIES**

### **Faculty**

Director

Jodie Baird, Visiting Assistant Professor of Psychology and Co-Director of Child and Family Studies

Heejung Park, Assistant Professor of Psychology and Co-Director of Child and Family Studies

### **Affiliated Faculty**

William (Dustin) Albert, Assistant Professor of Psychology

Amanda Cox, Visiting Assistant Professor of Sociology

Susanna Fioratta, Assistant Professor of Anthropology

Chloe Flower, Assistant Professor of English

Carolina Hausman-Stabile, Assistant Professor on the Alexandra Grange Hawkins Lectureship in Social Work

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Associate Dean for Global Engagement

Veronica Montes, Assistant Professor of Sociology and Co-Director of Latin American, Iberian, and Latina/o Studies

Bethany Schneider, Associate Professor of English

Janet Shapiro, Dean and Professor of Social Work and Director of the Center for Child and Family Wellbeing

The Child and Family Studies (CFS) minor provides a curricular mechanism for inter-disciplinary work focused on the contributions of biological, familial, psychological, socioeconomic, political, and educational factors to child and family well-being. The minor not only addresses the life stages and cultural contexts of infancy through adolescence but also includes issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, representation, and voice of children in society and culture.

### **Requirements for the Child and Family Studies Minor**

The minor comprises six courses: one gateway course (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, EDUC 200 Critical Issues in Education, or SOCL 201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

Students craft a pathway in the minor as they engage in course selection through ongoing discussions with the CFS Director. Sample pathways might include: political science/child and family law; sociology/educational policy; child and family mental health; depictions of children/families in literature and film; child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender

## CHILD AND FAMILY STUDIES

issues affecting children and families; social justice/diversity issues affecting children and families; or economic factors affecting children and families.

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience related to Child and Family Studies. Students are expected to discuss their placement choices with the CFS Director.

To foster the inter-disciplinary nature of Child and Family Studies, students enrolled in the minor must also complete the following requirements:

- Attendance at periodic CFS evening meetings for discussion sessions, guest speakers, "minor information sessions", etc.
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices).

### **Courses that can be counted toward the Child and Family Studies Minor**

Bryn Mawr College Courses and Seminars

ANTH 102 Introduction to Cultural Anthropology  
ANTH 268 Cultural Perspectives on Marriage and Family  
ANTH 279 Anthropology of Childhood and Youth  
ANTH 312 Anthropology of Reproduction  
ARTS 269 Writing for Children  
EDUC 200 Critical Issues in Education  
EDUC 210 Perspectives on Special Education  
EDUC 260 Multicultural Education  
EDUC 266 Schools in American Cities  
EDUC 302 Practice Teaching Seminar  
EDUC 311 Fieldwork Seminar  
ENGL 247 Shakespeare's Teenagers  
ENGL 270 American Girl: Childhood in U.S. Literatures, 1690-1935  
ENGL 271 Transatlantic Childhood in the 19th Century  
POLS 375 Gender, Work and Family  
PSYC 203 Educational Psychology  
PSYC 206 Developmental Psychology  
PSYC 209 Abnormal Psychology  
PSYC 250 Autism Spectrum Disorders  
PSYC 303 Portraits of Maladjustment  
PSYC 322 Culture and Development  
PSYC 340 Women's Mental Health  
PSYC 346 Pediatric Psychology  
PSYC 350 Developmental Cognitive Disorders  
PSYC 351 Developmental Psychopathology  
PSYC 375 Movies and Madness  
SOCL 102 Society, Culture, and the Individual

SOCL 201 The Study of Gender in Society  
SOCL 205 Social Inequality  
SOCL 217 The Family in Social Context  
SOCL 225 Women in Society  
SOCL 229 Black America in Sociological Perspective  
SOCL 235 Mexican-American Communities  
SOCL 258 Sociology of Education  
SOCL 266 Schools in American Cities  
SOWK 552 Perspectives on Inequality  
SOWK 554 Social Determinants of Health  
SOWK 571 Education Law for Social Workers  
SOWK 574 Child Welfare Policy, Practice, and Research  
SOWK 575 Global Public Health

### **Haverford College Courses and Seminars**

ANTH 103 Introduction to Anthropology  
ANTH 209 Anthropology of Education  
ANTH 263 Anthropology of Space: Housing and Society  
COML 289 Children's Literature  
EDUC 200 Critical Issues in Education  
EDUC 275 English Learners in the U.S  
PSYC 215 Introduction to Personality Psychology.  
PSYC 223 Psychology of Human Sexuality  
PSYC 335 Self & Identity  
SOCL 204 Medical Sociology  
SOCL 226 Sociology of Gender

### **Swarthmore College Courses and Seminars**

ED 14 Introduction to Education  
ED 21/Psych 21 Educational Psychology  
ED 23/Psych 23 Adolescence  
ED 23A Adolescents and Special Education  
ED 26/Psych 26 Special Education  
ED 42 Teaching Diverse Young Learners  
ED 45 Literacies and Social Identities  
ED 53 Language Minority Education  
ED 64 Comparative Education  
ED 68 Urban Education  
ED 70 Outreach Practicum  
ED 121 Psychology and Practice Honors Seminar  
ED 131 Social and Cultural Perspectives Honors Seminar  
ED 151 Literacies Research Honors Seminar  
ED 167 Identities and Education Honors Seminar  
PSYC 34 Psychology of Language  
PSYC 35 Social Psychology  
PSYC 39 Developmental Psychology  
PSYC 41 Children at Risk  
PSYC 50 Developmental Psychopathology  
PSYC 55 Family Systems Theory and Psychological Change  
PSYC 135 Advanced Topics in Social and Cultural Psychology

## Courses

### ANTH B102 Introduction to Cultural Anthropology

Fall 2020, Spring 2021

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### ANTH B213 Anthropology of Food

Not offered 2020-21

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### ANTH B279 Anthropology of Childhood and Youth

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### ANTH B312 Anthropology of Reproduction

Fall 2020

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor.

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

### EDUC B200 Community Learning Collaborative: Practicing Partnership

Spring 2021

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school". In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Child and Family Studies

### EDUC B210 Perspectives on Special Education

Fall 2020

The goal of this course is to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Praxis Program

### EDUC B266 Critical Issues in Urban Education

Spring 2021

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. Weekly fieldwork in a school required.

## CHILD AND FAMILY STUDIES

Cross-Cultural Analysis (CC)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Praxis Program

### **EDUC B302 Practice Teaching Seminar**

Not offered 2020-21

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts toward Child and Family Studies

### **ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### **LING B200 Multilingualism and Second Language Acquisition**

Spring 2021

It is estimated that at least 60% of the world population speaks more than one language, while this is true of only around 15-20% of Americans. Misconceptions about multilingualism, multidialectalism, and language learning are common in American society, and these can often lead to bias and discrimination. This course examines these topics from a variety of sociocognitive angles, including language learning, language processing, dialectal variation, language contact, language and identity, and language policy. The following types of questions will be considered: What do multilingual speakers' linguistic resources mean to them? What are the linguistic 'rules' of code-switching? How is learning languages as a child different from learning languages as an adult? Can you 'forget' a language you once knew? How can public policies discourage or support multilingualism? This is a seminar-style course that will use a mix of discussion, lecture, and interactive activities to give students a strong foundation in both classical and recent research on these topics while also inviting students to explore personal curiosities and multilingualism in their own lives. It is also a writing intensive course that will guide students to analyze the style and structure of academic works, offer low-stakes opportunities to improve writing skills, and provide feedback on how to polish written work into a strong final version. Prerequisites: At least one previous Linguistics course (any course)

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

### **POLS B374 Education Politics & Policy in the US**

Not offered 2020-21

Studying education politics and policy provides insights into some central concerns of political science and highlights some tensions within the American political system such as: power & influence, government v markets, federalism, equity & accountability, and expertise & citizen participation. This seminar uses education politics as a window into these broader concerns

Counts toward Counts toward Child and Family Studies

### **PSYC B203 Educational Psychology**

Fall 2020

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 II opportunity. Classroom observation is required. Prerequisite: PSYC B105 (Introductory Psychology)

Course does not meet an Approach

Counts toward Child and Family Studies

Counts toward Praxis Program

### **PSYC B209 Abnormal Psychology**

Not offered 2020-21

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Course does not meet an Approach

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Health Studies

### **PSYC B211 Lifespan Development**

Fall 2020, Spring 2021

A topical survey of psychological development across the lifespan, 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 and the family as contexts of development; identity and the adolescent transition; adult personality; cognition in late adulthood; and dying with dignity. Prerequisite: PSYC B105 or PSYC H100. Interested students can take this course or PSYC B206, but not both

Course does not meet an Approach

Counts toward Child and Family Studies

**PSYC B250 Autism Spectrum Disorders**

Not offered 2020-21

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).

Course does not meet an Approach  
Counts toward Child and Family Studies

**PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

**PSYC B329 Obesity: Psychology, Physiology, and Health**

Not offered 2020-21

An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic. Prerequisites: PSYC B105 or PSYC H100 or PSYC AP Score 5.

Course does not meet an Approach  
Counts toward Counts toward Child and Family Studies

**PSYC B351 Developmental Psychopathology**

Not offered 2020-21

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy . Prerequisite: PSYC 206 or 209.

Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Neuroscience

**PSYC B375 Movies and Madness: Abnormal Psychology Through Films**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.

Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Film Studies

**SOCL B201 The Study of Gender in Society**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

**SOCL B205 Social Inequality**

Spring 2021

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Gender and Sexuality Studies

**SOCL B217 The Family in Social Context**

Not offered 2020-21

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values.

## CHILD AND FAMILY STUDIES

This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### SOCL B225 Women in Society

Spring 2021

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South - those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### SOCL B229 Black America in Sociological Perspective

Not offered 2020-21

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics. Prerequisite: at least one additional sociology course or permission of instructor. Course is not available to freshmen.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Child and Family Studies

### SOCL B232 A Sociological Journey to Immigrant Communities in Philly

Spring 2021

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Latin American, Iberian, and Latinx Studies

### SOCL B258 Sociology of Education

Fall 2020

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 II course; placements are in local schools.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Education  
Counts toward Praxis Program

### **B559 Family Therapy: Theory and Practice**

Fall 2020

This seminar considers contemporary theories of family therapy within a historical perspective. Building on approaches associated with communication, inter-actional, structural, intergenerational, feminist, symbolic and psychodynamic theories, the seminar emphasizes practitioner decision-making in family treatment. Experiential learning methods utilizing practice simulations and videotapes are used to focus on a range of social work practice issues including family developmental stages, economic strains, single parent, minority and multi-problem families. Students who have not completed Foundation Practice and the first semester of practicum must have the instructor's permission to take this course.

Counts toward Child and Family Studies

### **B565 Clinical Social Work Practice with Children & Adolescents**

Summer 2020

The purpose of this course is to introduce students to some of the theoretical and practice issues related to adapting the clinical social work process to work with children and adolescents. Work in the course will concentrate on a social work framework that stresses the complexity of the person-environment transactions and emphasizes strengths and competencies.

Counts toward Child and Family Studies

### **B574 Child Welfare Policy, Practice & Research**

Summer 2020

This course examines social policies and interventions that address problems of child abuse, neglect, and abandonment. First, child maltreatment and dependency are considered in historical, cross-national, and political contexts. Then, theories and research on the causes and consequences of child maltreatment are studied. The legal and political structure of child welfare services in the U.S. is considered, along with the extent to which this system provides a continuum of care, copes with residual problems of other service sectors (e.g., welfare, mental health, substance abuse, and housing), and prevents or perpetuates oppression of women, children, people of color, and other disadvantaged groups. The course focuses on micro-, meso-, and macro-level practice issues and research findings in the areas of child protection, in-home services, out-of-home care, adoption, treatment, and prevention of child maltreatment. Issues of cultural sensitivity and new directions for practice are considered in each of these areas.

Counts toward Child and Family Studies

## **Courses at Haverford**

### **ANTH H209 Anthropology of Education: State of the Debate**

Education and schooling in anthropological literature. We will compare the concepts of "socialization" in British Social Anthropology with "cultural transmission" in American Cultural Anthropology to look for the different ways in which the role of education in social reproduction and transformation has been framed over time. In addition to basic works by thinkers such as Durkheim, Malinowski, Mead, Benedict and Boas, we will read a selection of ethnographies of schooling from the United States, Africa and Japan. Prerequisite: Anthro 103 and one course in Education.

### **ANTH H263 Anthropology of Space: Housing and Society**

Space, place and architecture in anthropological theory; the contributions of anthropology to our understanding of the built and imagined environment in diverse cultures. Topics include: the body and its orientation in space; the house, kinship and cosmology; architecture as a communicative/semiotic system; space and sociopolitical segregation and integration; space and commodity culture. May be taken for Bryn Mawr Cities credit. Prerequisite: One course in ANTH or CITY.

### **BIOL H217 Biological Psychology**

Interrelations between brain, behavior, and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior.

### **COML H289 Children's Literature**

This course investigates the beginnings, selected historical developments, and some of the varieties of literature for children, and asks questions about the distinctiveness of such literature, its aims and its presumed readership, and the applicability of particular theoretical approaches to children's books. We will look at folk tale and fairy tale, early examples of literature specifically for children, some particularly influential texts, and examples from several sub-genres of children's literature; we will also spend a week each on picture books and poetry for children. Discussion will focus both on the texts themselves and on critical issues of various kinds.

### **EDUC H200 Critical Issues in Education**

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Two hours a week of fieldwork are required.

### **EDUC H210 Perspectives on Special Education**

Perspectives on Special Education is designed as a survey course. The goal is to introduce you, the student, to a range of topics, challenges, dilemmas and strategies in understanding and educating all learners, those considered typical learners and those considered 'special' learners.

### **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

## CHILD AND FAMILY STUDIES

explore both their own and others experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. (Writing Intensive Praxis I). Priority given first to those pursuing certification or a minor in educational studies.

### **EDUC H260 Multicultural Education**

An investigation of the continually evolving theory and practice of multicultural education in the United States. This course explores and problematizes the history, politics, definitions, focuses, purposes, outcomes, and limitations of multicultural education as enacted in a range of school subjects and settings. Central topics may include: curriculum development, teacher training, language diversity, and public policy concerns. Students will also engage in researching and reinventing what is possible in education for, with, and about a diverse world. Two to three hours of fieldwork in a related setting per week required. Enrollment limited to 25. Priority given to students enrolled in the Education Program.

### **EDUC H302 Practice Teaching Seminar (To be taken concurrently with EDUC B303/B433 (Practice Teaching))**

This class is open only to students engaged in practice teaching. The assignments build on those in EDUC 301 (Curriculum and Pedagogy), connect directly to students' practice teaching experiences, document students' progress toward meeting PA Department of Education and BMC/HC Education Program criteria for certification, and prepare students for their teaching careers. In this course, students are expected to re-visit, draw on, and put into practice the educational theory they have read in their education courses and on their own, discussed with experienced educators, high school students, and colleagues, and generated themselves. The goal of the class is to support students as they engage daily in practice teaching and as they clarify and further document the fundamental philosophies and practices that will foster reflective practice throughout their careers.

### **PSYCH H213 Memory and Cognition**

An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony; autobiographical memory; metacognition; mood and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity. Prerequisite: Psychology 100 or 104 or consent. Typically offered in alternate years.

### **PSYCH H215 Introduction to Personality Psychology**

An examination of the fundamental issues and questions addressed by personality psychology. What is personality? What are its underlying processes and mechanisms? How does personality develop and change over time? What constitutes a healthy personality? This course will explore these questions by considering evidence from several major approaches to personality (trait, psychodynamic, humanistic and social-cognitive), and it will encourage students to develop a dynamic understanding of human personality that is situated within biological, social and cultural contexts. Lottery preference to Psychology majors, minors and NBS concentrators, and then by class. Prerequisite: Psychology 100 or 105 or consent.

### **PSYCH H217 Biological Psychology**

Interrelations between brain, behavior and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior. Prerequisite: An introductory course in Psychology or Biology, or consent.

### **PSYCH H238 Psychology of Language**

An interdisciplinary examination of linguistic theory, language evolution and the psychological processes involved in using language. Topics include speech perception and production, processes of comprehension, language and the brain, language learning, language and thought, linguistic diversity and conversational interaction. Prerequisite: Psychology 100 or consent of instructor.

### **PSYCH H335 Self and Identity**

Who am I? How do I feel about myself? What is the story of my life? How people answer such questions and the implications of their answers, both over time and across situations in their lives, are the issues that are at the heart of this course on self and identity. Through a combination of lecture and discussion, we will examine the literature on self and identity from multiple disciplinary perspectives (biological, developmental, personality, social, and clinical) and apply scientific concepts to the analysis of socially important issues, current events, popular culture, and our own life experiences. Specific topics to be addressed include self and identity development in childhood and adolescence, self-esteem and its consequences, gender and self, culture and ethnic identity development, stigmatized selves and prejudice, and the connection between self/identity and mental health.

### **SOCL H235 Class, Race & Education**

An examination of the effects of class and race on educational and occupational outcomes, emphasizing the contemporary United States.

## **Courses at Swarthmore**

### **EDUC 14 Introduction to Education**

This course provides a survey of issues in education within an interdisciplinary framework. In addition to considering the theories of individuals such as Dewey, Skinner, and Bruner, the course explores some major economic, historical, psychological, and sociological questions in American education and discusses alternative policies and programs. Topics are examined through readings, software, writing, discussion, and hands-on activity. Fieldwork is required. This course fulfills the prerequisite for further course work in educational studies and provides an opportunity for students to explore their interests in educational policy, student learning, and teaching. This course, or the first-year seminar EDUC 014F, is required for students pursuing teacher certification.

### **EDUC 17 Curriculum and Methods Seminar**

This seminar is taken concurrently with Ed 16. Readings and discussion focus on the applications of educational research and theory to classroom practice. Course content covers: lesson planning; classroom management; inquiry-oriented teaching strategies; questioning and discussion methods; literacy; the integration of technology and media; classroom-based and standardized assessments; instruction of special



needs populations; topics in multicultural, nonracist, and nonsexist education; and legislation regarding the rights of students and teachers. As part of the seminar, students take a series of special methods workshops in their content area. Required for students pursuing teacher certification.

### **EDUC 21/PSYC 21 Educational Psychology**

This course focuses on issues in learning and development that have particular relevance to understanding student thinking. Research and theoretical work on student learning and development provide the core readings for the course. In addition, students participate in a laboratory section that involves consideration of learning and motivation in an alternative public school classroom and provides an introduction to research methods. Required for students pursuing teacher certification. Prerequisite: EDUC 14 or permission of the instructor.

### **EDUC 23 Adolescents and Special Education**

In this course, students examine adolescent development from psychological, sociological, and life-span perspectives, reading both traditional theory and challenges to that theory that consider issues of race, class, gender, ethnicity, and sexual orientation. During the first part of the term, students explore various aspects of individual development (e.g., cognitive, affective, physiological, etc.). The second part of the semester focuses on the adolescent's experience in a range of social contexts (e.g., family, peer group, school, etc.). Required for students pursuing teacher certification. Prerequisite: EDUC 14 or permission of the instructor.

### **EDUC 26/PSYC 26 Special Education**

This course is designed to provide students with a critical overview of special education, including its history, the classification and description of exceptionalities, and its legal regulation. Major issues related to identification, assessment, educational and therapeutic interventions, psychosocial aspects, and inclusion are examined. Course includes a field placement. Required for students pursuing teacher certification. Prerequisite: EDUC 14

### **EDUC 41 Educational Policy**

This course explores issues in the design, implementation, and evaluation of educational policy at the federal, state, and local levels in light of the ongoing historical and cultural debates over educational policy. It will examine a range of current policy topics, including school finance, issues of adequacy and equity, the standards movement, systemic reform, testing and accountability, varieties of school choice, early childhood education, immigrant and bilingual education, and special education from the perspectives of several social science disciplines and political perspectives. Prerequisite: EDUC 14

### **EDUC 42 Teaching Diverse Young Learners**

This course explores the ways children learn in classrooms and construct meaning in their personal, community, and academic lives. The course is framed by theories of learning as transmissionist, constructivist, and participatory. Students will draw on ethnographies, research, their own learning histories, classroom observations, and positioning as novice learners to create optimal learning environments for diverse learners including but not limited to English-language learners, socioeconomically disadvantaged populations, culturally non-

mainstream students, students with learning differences and disabilities, and students with socioemotional classifications. Fieldwork is required. Required for elementary certification. Prerequisite: EDUC 14

### **EDUC 45 Literacies and Social Identities**

This course explores the intersections of literacy practices and identities of gender, race, class, religion, ethnicity, and sexual orientation within communities of practice. It includes but is not limited to school settings. Students will work with diverse theory and analytical tools that draw on educational, anthropological, historical, sociological, linguistic, fictional, visual, popular readings and "scenes of literacy" from everyday practice. Fieldwork includes a Learning for Life partnership, tutoring, or community service in a literacy program. Prerequisite: EDUC 14 or permission of the instructor

### **EDUC 53 Language Minority Education**

This course examines the multifaceted issues facing English learners in U.S. schools. Course topics include theories of second language acquisition and bilingualism, the history of bilingual education in the United States, educational language policies and the impact of the English-only movement, and practical approaches to teaching linguistic minority students. Course readings draw from relevant literature in sociolinguistics, language policy, language acquisition, educational anthropology, and language pedagogy. Through fieldwork and small group projects, students have the opportunity to explore issues particular to a language minority population of their choice. Required for students pursuing teacher certification. Prerequisite: EDUC 14 or permission of the instructor

### **EDUC 61 Gender and Education**

This course uses historical, psychological, and social frameworks to explore the role of gender in the education process. It examines how gender influences the experiences of teaching and learning and how schools both contribute to and challenge social constructions of gender. Prerequisite: EDUC 14 or permission of the instructor

### **EDUC 64 Comparative Education**

This course examines key issues and themes in education as they play out in schools and nations around the world. We will explore the roles of local, national, and international actors and organizations in the construction of educational goals and practice, using case studies and country studies to look for the interplay between local context and globalized movements in education. Topics will include immigration and schooling, equity, literacy, curriculum goals and constructs, teachers and teaching, and education in areas of conflict. Prerequisite: EDUC 14

### **EDUC 68 Urban Education**

This course examines issues of practice and policy, including financing, integration, compensatory education, curricular innovation, parent involvement, bilingual education, high-stakes testing, comprehensive school reform, governance, and multiculturalism. The special challenges faced by urban schools in meeting the needs of individuals and groups in a pluralistic society will be examined using the approaches of education, psychology, sociology, anthropology, political science, and

## CHILD AND FAMILY STUDIES

economics. Current issues will also be viewed in historical perspective. Prerequisite: EDUC 14

### **EDUC 69 Savage Inaccuracies: The Facts and Economics of Education in America**

This course investigates the relationship between issues of resource allocation and educational attainment. It examines the facts about student achievement, educational expenditure in the United States, and the relationship between them. It studies such questions as: Does reducing class size improve student achievement? Does paying teachers more improve teacher quality and student outcomes? The course also investigates the relationship between educational attainment and wages in the labor market. Finally, it analyzes the effects of various market-oriented education reforms such as vouchers and charter schools. Prerequisite: Any statistics course (or the consent of the instructor). EDUC 14 is required to receive Educational Studies Department credit for this course.

### **EDUC 70 Outreach Practicum**

This course is offered in conjunction with the Lang Center for Civic and Social Responsibility. It is designed to support students involved in educational and community-based outreach in urban settings. Students' volunteer experiences will provide text and case material for course work. Historical grounding in the construction of cities in general, and Chester, PA, in particular, will be provided. Criteria for effective practices will be identified for the range of volunteer roles in community service projects Prerequisite: EDUC 14 is recommended

### **EDUC 121 Psychology and Practice Honors**

This seminar focuses on general developmental principles revealed in and applicable to contexts of practice as well as practical applications of research and theory in developmental psychology. Seminar foci include: (1) use of the literatures in developmental, educational, and social psychology and learning and cognitive science to identify key indicators for assessing changed understanding and motivation; (2) preparation of literature reviews on a topic of each student's choice; and (3) collaborative work on an evaluation research project addressing a "live" issue or problem identified by a local teacher, school, or community organization. Prerequisite: EDUC 14 and EDUC 21

### **EDUC 131 Social and Cultural Perspectives Honors Seminar**

In this seminar, students examine schools as institutions that both reflect and challenge existing social and cultural patterns of thought, behavior, and knowledge production. Seminar participants study and use qualitative methods of research and examine topics including the aims of schooling, parent/school/community interaction, schooling and identity development, and classroom and school restructuring. Prerequisite: EDUC 14 and an additional course in the 60s

### **EDUC 151 Literacies Research Honors Seminar**

This seminar explores theories and methods in the design and implementation of qualitative studies of literacy, evaluation of literacy programs and pedagogy, and study of literacy policies. Students review relevant literature and participate in a field-based collaborative research project or program evaluation. Prerequisite: EDUC 14 and an additional course in the 40s-60s. Either EDUC 42 or EDUC 45 is highly recommended.

### **EDUC 162 Sociology of Education**

This seminar explores the countless connections between schooling and society. The seminar will look at educational policy and practice, applying prominent sociological perspectives to a broad array of educational and social problems. The seminar will examine schools as socializing institutions, the ways in which schooling influences social stratification, social mobility, and adult socioeconomic success. Topics will include unequal access to education, what makes schools effective, dropping out and persisting in school at various levels, ability grouping and tracking, and school restructuring. Fieldwork is required. Theory course for SOAN majors. Prerequisite: EDUC 14 and an additional course in the 60s, or permission of the instructor.

### **EDUC 167 Identities and Education Honors Seminar**

This course explores intersections between identities of race, class, gender, sexual orientation and public education in the United States. Readings will draw on the fields of anthropology, legal studies, and cultural studies. Two central frameworks, Cultural Production and Critical Race Theory will guide consideration of how social structures inform the realities of schooling and how racial, class-based, gendered and sexual identities are formed with in the context of schools. Prerequisite: EDUC 14 and EDUC 68

### **HIST 79 Women, Family and the State in China**

The history of women and families in Chinese society from the late imperial period to the present. Eligible for ASIA or GSST credit.

### **PSYC 27 Language Acquisition and Development**

This course covers central issues in language development. Is the human mind specially designed to acquire language? Are these constraints specific to language or general features of human cognition? Is there a critical period for language acquisition? How much does language ability depend on the input given to the child? The course explores these and other issues in typically developing children and special populations. Topics include speech perception, word learning, syntax, pragmatics and bilingualism. Prerequisite: PSYC 001 or LING 001 Introduction to Language and Linguistics.

### **PSYC 30 Physiological Psychology**

A survey of the neural and biochemical bases of behavior with special emphasis on sensory processing, motivation, emotion, learning, and memory. Both experimental analyses and clinical implications are considered. Prerequisite: PSYC 001

### **PSYC 34 Psychology of Language**

The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do children acquire it so quickly and accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)? Prerequisite: PSYC 001 or permission of the instructor.

**PSYC 35 Social Psychology**

Social psychology argues that social context is central to human experience and behavior. This course provides a review of the field with special attention to relevant theory and research. The dynamics of cooperation and conflict, the self, group identity, conformity, social influence, prosocial behavior, aggression, prejudice, attribution, and attitudes are discussed. Prerequisite: PSYC 001

**PSYC 36 Thinking, Judgment, and Decision Making**

People in the modern world are flooded with major and minor decisions on a daily basis. The available information is overwhelming, and there is little certainty about the outcomes of any of the decisions people face. This course explores how people should go about making decisions in a complex, uncertain world; how people do go about making decisions in a complex, uncertain world; and how the gap between the two can be closed. Prerequisitesystems perspectives on illness and change. Research and theory are supplemented with popular film, documentaries, and therapeutic case histories to understand how psychologists work with individuals and organizations to address developmental, communication, and emotional impasses. Prerequisite: PSYC 001 or permission of instructor

**PSYC 135 Advanced Topics in Social and Cultural Psychology**

The seminar aims at a critical exploration of substantive topics in social psychology, including findings from cross-cultural research and social neuroscience research. Various perspectives and methods in investigating how human mind and social behavior interact with situational and environmental factors are considered. Real world implications and applications are emphasized. Prerequisite: PSYC 001 and PSYC 35; PSYC 25 strongly preferred.

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

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

**Faculty**

Catherine Baker, Mellon Post-Doctoral Fellow

Jennie Bradbury, Assistant Professor of Classical and Near Eastern Archaeology

Alice Donohue, Rhys Carpenter Professor of Classical and Near Eastern Archaeology

Astrid Lindenlauf, Associate Professor and Chair of Classical and Near Eastern Archaeology

Peter Magee, Professor of Classical and Near Eastern Archaeology (on leave semesters I & II)

Evrydiki Tasopoulou, Visiting Assistant Professor

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

**Minor Requirements**

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

**Major Requirements**

The major requires a minimum of 10 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt (either ARCH 101 or 104) and ancient Greece and Rome (ARCH 102), and two semesters of the senior conference (ARCH 398 and 399). At least two upper-level courses should be distributed between Classical and Near Eastern subjects. Additional requirements are determined in consultation with the major advisor. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major advisor; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art. In consultation with the major advisor, one course taken in study abroad may be accepted for credit in the major after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for a course that is ordinarily offered by the department. Students can also take courses at the University of Pennsylvania in consultation with the major advisor.

The writing requirement for the major consists of two one-semester Writing Attentive courses offered within the department.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major advisor in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are encouraged to take the introductory courses (ARCH 101 or 104 and 102) early

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

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.

### 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.

### Annual Field Trip

Since 2015/16 the department has organized an annual field trip for registered majors in good standing in their Junior Year. This voluntary trip involves a city (e.g., Athens or Rome) which features in our teaching program, or a city which contains relevant museums (e.g., London, Paris, Berlin). The airfare and lodging expenses are covered by the Department. Details for the upcoming trip will be made available at the beginning of the Fall Semester. Owing to the ongoing health crisis the Spring trip 2021 may have to be cancelled.

### Study Abroad

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

### Independent Research

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is willing to advise them, and consult with the major advisor. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration. Students planning to do such research should consult with professors in the department in the spring semester of their junior year or no later than the beginning of the fall semester of the senior year.

### Honors

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

### Additional Major Experiences: Fieldwork and Museum Internships

The department strongly encourages students to gain fieldwork experience over the summer and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in Egypt,

Lebanon, and the United Arab Emirates. Further field projects in Greece or the Near East are foreseen for the future. There will be opportunities for advanced undergraduates to participate in these projects.

Museum internships, either during the summer or during the term, also constitute valid major experiences beyond the classroom. The department is awarded annually one fully paid summer internship by the Nicholas P. Goulandris Foundation for students to work for six weeks in the Museum of Cycladic Art in Athens, Greece. An announcement inviting applications is normally sent by the department Chair in the spring.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Art and Artifacts.

### Funding for Summer Learning Opportunities

The department has two funds that support students for summer internships, summer fieldwork projects, and archaeological summer projects of their own design. One, the Elisabeth Packard Fund for internships in Art History and Archaeology is shared with the Department of the History of Art, while the other is the Anna Lerah Keys Memorial Prize. Any declared major may apply for these funds. An announcement calling for applications is normally sent to majors in the spring, and the awards are made public at the annual college awards ceremony in April. To help cover expenses related to archaeological learning opportunities, which can be expensive, the department encourages majors to consider applying for funding offered by Bryn Mawr College and external funding sources.

### Courses

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

Not offered 2020-21

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Middle Eastern Studies

#### ARCH B102 Introduction to Classical Archaeology

Spring 2021

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Museum Studies

#### ARCH B104 Archaeology of Agricultural and Urban Revolutions

Fall 2020

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Geoarchaeology  
Counts toward Middle Eastern Studies

### **ARCH B110 The World Through Classical Eyes**

Spring 2021

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."

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

### **ARCH B135 Focus: Archaeological Fieldwork and Methods**

Not offered 2020-21

The fundamentals of the practice of archaeology through readings and case studies and participatory demonstrations. Case studies will be drawn from the archives of the Nemea Valley Archaeological Project and material in the College's collections. Each week there will be a 1-hour laboratory that will introduce students to a variety of fieldwork methods and forms of analysis. This is a half semester Focus course.

Inquiry into the Past (IP)  
Counts toward Geoarchaeology

### **ARCH B203 Ancient Greek Cities and Sanctuaries**

Fall 2020

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Museum Studies

### **ARCH B205 Greek Sculpture**

Not offered 2020-21

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **ARCH B206 Hellenistic and Roman Sculpture**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **ARCH B208 Ancient Near Eastern History**

Not offered 2020-21

This course will explore some of the key historical figures, events and inventions that shaped Ancient Near Eastern societies and traditions. We will consider the impact that the modern disciplines of ancient near eastern archaeology and history have had on our understanding of this region. We will also discuss how the ancient history and more recent colonial past of this region has impacted upon and shaped our modern interpretations of this region.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B211 The Archaeology and Anthropology of Rubbish and Recycling**

Not offered 2020-21

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **ARCH B215 Classical Art**

Fall 2020

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

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

### **ARCH B217 Captive Greece, Captor Rome?**

Not offered 2020-21

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era and the expansion of Roman power in the Mediterranean through the absorption of the Greek world into

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature.

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

### **ARCH B218 Food and Archaeology in Greece, Past and Present**

Not offered 2020-21

This lecture and discussion course will explore food, foodways, and migration in ancient and medieval Greece through the study of archaeological approaches from the nineteenth century to the present day. We will take a comparative and multicultural approach to the exploration of practices and methods of archaeology, and consider how interest and knowledge of food has changed with the development of new techniques. We will also consider literary evidence and the modern history and ecology of Greece and how they shed light on the understanding of food and drink in the ancient and medieval world.

Inquiry into the Past (IP)

### **ARCH B219 Art and Archaeology of Late Antiquity**

Not offered 2020-21

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Museum Studies

### **ARCH B220 Araby the Blest: The Archaeology of the Arabian Peninsula from 3000 to 300 B.C.E.**

Not offered 2020-21

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.

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

### **ARCH B222 Alexander the Great**

Fall 2020

This course examines the life, personality, career, and military achievements of Alexander the Great, as well as the extraordinary reception of his legacy in antiquity and through modern times. It uses historical, archaeological and art-historical evidence to reconstruct a comprehensive picture of Alexander's cultural background and examines the real and imaginary features of his life and afterlife as they developed

in the Hellenistic and Roman worlds, Late Antiquity, the Middle Ages, Renaissance, and succeeding periods in both Europe and Asia. Special attention is also placed on the appeal that Alexander's life and achievements have generated and continue to retain in modern popular visual culture as evidenced from documentary films and motion pictures.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

### **ARCH B224 Women in the Ancient Near East**

Spring 2021

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

### **ARCH B225 The Art and Archaeology of Greco-Roman Egypt**

Not offered 2020-21

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B226 Archaeology of Anatolia**

Fall 2020

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.

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

### **ARCH B227 The Archaeology of Syria**

Fall 2020

Home to a wealth of archaeological sites and cultures, Syria is perhaps now more widely known for its almost decade long conflict that has seen the displacement of millions of people and the damage to and destruction of hundreds of archaeological sites. The loss of cultural heritage is just one, very small, part of the human tragedies that have unfolded in Syria. Knowledge of the deep and recent past of this region,

however, is integral for understanding its present, and its future. This course will explore human settlement and interaction within Syria over the longue durée. Using a selection of key sites, inhabited for thousands of years, we will explore several major themes including, the archaeology of inequality, the role of urban life and the importance of ritual and religion. The course will also consider the complex relationships that have always existed between Syria and its neighboring countries. Finally, we will turn to the role of archaeology, its future and potential within a post-conflict Syria.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Middle Eastern Studies

**ARCH B240 Archaeology and History of Ancient Mesopotamia**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
 Inquiry into the Past (IP)  
 Counts toward Middle Eastern Studies

**ARCH B244 Great Empires of the Ancient Near East**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
 Inquiry into the Past (IP)  
 Counts toward Middle Eastern Studies

**ARCH B252 Pompeii**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
 Counts toward Museum Studies

**ARCH B263 Roman Archaeology: Life in the City**

Not offered 2020-21

This course explores the art and architecture of ancient Rome from the Republic through the Empire. By focusing on specific topics, such as residences, markets, religious life, death and entertainment, and by surveying a rich variety of available

evidence that spans from architectural remains, inscriptions and monuments to paintings, architectural sculpture and mosaics, the course highlights the importance of art historical and archaeological inquiry for our understanding of urban life and experience in one of the greatest cities of the ancient world.

Inquiry into the Past (IP)

**ARCH B301 Greek Vase-Painting**

Fall 2020

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.

**ARCH B303 Classical Bodies**

Not offered 2020-21

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Counts toward Gender and Sexuality Studies

**ARCH B305 Topics in Ancient Athens**

Not offered 2020-21

This is a topics course. Course content varies.

**ARCH B306 Monumental Painting**

Not offered 2020-21

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts toward Museum Studies

**ARCH B312 Bronze Age Internationalism**

Not offered 2020-21

This course explores the rise and fall of the first international age in the eastern mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200BCE.. Prerequisites: ARCH B101 or B104 or B216 or B226 or B230 or B240 or B244.

Counts toward Middle Eastern Studies

**ARCH B316 Trade and Transport in the Ancient World**

Not offered 2020-21

Issues of trade, commerce and production of export goods are

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addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

### **ARCH B317 Cultural Heritage and Endangered Archaeology**

Fall 2020

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Course does not meet an Approach  
Counts toward Middle Eastern Studies  
Counts toward Museum Studies

### **ARCH B322 The Archaeology of the Roman Empire: Comparative Perspectives**

Not offered 2020-21

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.

### **ARCH B333 Nomads and Archaeology**

Not offered 2020-21

This course will explore the historical importance of mobile groups in regions such as the Ancient Near East and some of the archaeological traces they may leave behind. Using ethnographic, anthropological and archaeological literature we will discuss the different ways in which mobile populations have been conceptualized, portrayed and treated by non-mobile societies and the relationship between these different groups. The course will also consider how new technologies and archaeological methods might enable us to fill in some of the gaps in our understanding and how we might be able to place mobile populations at the center, rather than at the periphery, of our archaeological narratives.

Counts toward Middle Eastern Studies

### **ARCH B355 The Achaemenid Empire**

Spring 2021

This course explores the art, history, and archaeology of the Achaemenid Empire. Between 550 and 330 B.C., the

Achaemenid kings of Iran controlled the largest and greatest empire the world has seen up until that time. By studying the art, architecture, politics, religion, burial customs, administration, economy, and warfare of Achaemenid Persia, the course offers a unique insight into the wealth, splendor, and diversity of one of the most powerful empires of the ancient Near East. Because the Achaemenid Empire exerted great influence on the ancient Mediterranean world, the contacts and conflict between ancient Greece and Persia will be also examined, from an ancient Greek perspective, in order to understand how this perspective contributed to the misapprehension of the Achaemenid Empire in modern Western thought.

### **ARCH B359 Topics in Classical Art and Archaeology**

Spring 2021

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

### **ARCH B398 Senior Seminar**

A weekly seminar on topics to be determined with assigned readings and oral and written reports.

### **ARCH B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

### **ARCH B403 Supervised Work**

Supervised Work

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

Counts toward Praxis Program

### **ARCH B501 Greek Vase Painting**

Fall 2020

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.

### **ARCH B504 Archaeology of Greek Religion**

Not offered 2020-21

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and



also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

### **ARCH B505 Topics in Ancient Athens**

Not offered 2020-21

This is a topics course. Topics vary.

### **ARCH B506 The Archaeology of Greece and Asia Minor during the Archaic and Classical Periods**

Not offered 2020-21

This course discusses the material culture discovered in Archaic and Classical sanctuaries, cemeteries, and settlements in Greece and Asia Minor, taking into consideration past and present archaeological theory and interpretive trends. Key topics include human interaction with material culture, social change, and the use of space, landscape, and religion.

### **ARCH B517 Cultural Heritage and Endangered Archaeology**

Fall 2020

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated.

### **ARCH B555 The Achaemenid Empire**

Spring 2021

This course explores the art, history, and archaeology of the Achaemenid Empire. Between 550 and 330 B.C., the Achaemenid kings of Iran controlled the largest and greatest empire the world has seen up until that time. By studying the art, architecture, politics, religion, burial customs, administration, economy, and warfare of Achaemenid Persia, the course offers a unique insight into the wealth, splendor, and diversity of one of the most powerful empires of the ancient Near East. Because the Achaemenid Empire exerted great influence on the ancient Mediterranean world, the contacts and conflict between ancient Greece and Persia will be also examined, from an ancient Greek perspective, in order to understand how this perspective contributed to the misapprehension of the Achaemenid Empire in modern Western thought.

### **ARCH B602 Graduate Intensive Survey**

Fall 2020

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 thee in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.

### **ARCH B603 Graduate Intensive Survey**

Spring 2021

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

### **ARCH B605 The Concept of Style**

Not offered 2020-21

This seminar examines the development and uses of concepts of "style" in the criticism, analysis, and historiography of textual and material culture. Particular attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly but not exclusively in classical and related traditions.

### **ARCH B608 Mediterranean Landscape Archaeology**

Not offered 2020-21

This course explores a range of approaches to the study of landscapes that relates to core principles of the field of archaeology. It also discusses the construction of specific landscapes in the Mediterranean (e.g., gardens, sacred landscapes, and memoryscapes).

### **ARCH B613 Interrogating the Dead**

Not offered 2020-21

One of the most direct forms of evidence we have for ancient societies are graves. From these contexts we often find skeletal remains; vestiges of once living people. The burial record, however, raises as many questions as it does answers. This graduate seminar will draw upon archaeological and anthropological literature to explore the different ways in which mortuary archaeology can inform us on wider socio-cultural phenomenon. When, for example, can we see individuality emerging? What was the impact of mono-theistic religions upon the treatment and conceptualization of the body? How were burial assemblages manipulated by living populations? Using cases studies from the Neolithic through to the Islamic periods, we will also explore patterns of similarity and difference that can be identified across this broad region over time and space.

### **ARCH B615 Mystery Cults**

Not offered 2020-21

An investigation of the phenomenon of mystery cults, their foundation and dispersal from the Classical through Hellenistic and early Roman periods. A study of the topography and monuments of specific cults and of representation of mysteries in sculpture and painting.

### **ARCH B616 Maritime Networks and the Archaeology of the Levant**

Not offered 2020-21

This course will explore the history and archaeology of the Levant, and its key role in the maritime networks of the Eastern Mediterranean. We will use case studies from the Neolithic through to the late medieval period, to discover how 'seascapes' have shaped and influenced Levantine economies, industries, identities and political interconnections throughout the history of this region. The class will draw upon archaeological (both underwater and coastal), literary and iconographic evidence, alongside ongoing geomorphological

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and environmental studies in the region to take an interdisciplinary approach to this topic.

### **ARCH B633 Nomads and Archaeology**

Not offered 2020-21

This course will explore the historical importance of mobile groups in regions such as the Ancient Near East and some of the archaeological traces they may leave behind. Using ethnographic, anthropological and archaeological literature we will discuss the different ways in which mobile populations have been conceptualized, portrayed and treated by non-mobile societies and the relationship between these different groups. The course will also consider how new technologies and archaeological methods might enable us to fill in some of the gaps in our understanding and how we might be able to place mobile populations at the center, rather than at the periphery, of our archaeological narratives.

### **ARCH B634 Problems in Classical Art**

Fall 2020

This is a topics course. Topics vary. A seminar dealing with current issues in the art of ancient Greece and related traditions.

### **ARCH B640 East Mediterranean Interconnections**

Not offered 2020-21

### **ARCH B654 The Archaeology of Prehistoric Arabia**

Not offered 2020-21

In this course we examine the archaeology of prehistoric Arabia from c. 8000 to 500 BC. Particular emphasis is placed upon how the archaeological evidence illuminates social and economic structures.

### **ARCH B680 Problems in the Archaeology of Mesopotamia**

Spring 2021

We will look at the art of second-millennium BCE states and empires of North, especially Mari, Mitanni, Middle Assyrian, and their interconnections with Anatolia and Egypt.

### **ARCH B691 The Uruk Period in Western Asia**

Not offered 2020-21

### **ARCH B701 Supervised Work**

Fall 2020, Spring 2021

Unit of supervised work

### **CHEM B208 Topics in Art Analysis**

Not offered 2020-21

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Scientific Investigation (SI)

Counts toward Counts toward Museum Studies

### **CSTS B201 Cleopatra: Passion, Power, and Politics**

Not offered 2020-21

Cleopatra VII, the last ruler of Ptolemaic Egypt (69-30 BCE), has been a figure of continuous fascination and political resonance for over 2000 years. She was the most famous and enigmatic person in the ancient Mediterranean world while she was alive and, since then, she has been re-imagined by countless poets, dramatists, philosophers, filmmakers, musicians, and artists of all types. In this course, we will examine both the historical Cleopatra and her reception in various media in subsequent cultures and societies. In the first part, we will carefully study the ancient literary and material evidence to learn all we can about the real Cleopatra and the tumultuous times in which she lived. In the second part, we will then consider a selection of medieval, early modern, and contemporary representations of Cleopatra, ranging from Chaucer to Shakespeare's Antony and Cleopatra to HBO's series Rome and the use of Cleopatra in present-day advertising. Throughout our readings, we will focus on issues such as female agency and power in a man's world, beauty and the femme fatale, east vs. west, and politics and propaganda.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CSTS B207 Early Rome and the Roman Republic**

Spring 2021

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

Inquiry into the Past (IP)

### **CSTS B208 The Roman Empire**

Not offered 2020-21

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.

Inquiry into the Past (IP)

### **CSTS B324 Roman Architecture**

Not offered 2020-21

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

### **CSTS B639 Italy and the Rise of Rome**

Fall 2020

This course examines the archaeology and history of the Italian peninsula in the first millennium BCE, with a particular focus on the dynamics of Rome's rise from small settlement

to the dominant power on the Italian peninsula. Through an examination of the textual, epigraphic, numismatic, and archaeological evidence from Rome and the other major powers in Italy in this period, including the Etruscans, Samnites, and Greek colonial cities, we investigate the major debates and issues surrounding Rome's rise to power, including the nature of Roman imperialism, processes of "Romanization" or acculturation among non-Romans, and the social and political conflicts and pressures which played a role in shaping the character of the Roman state in the first millennium BCE.

#### **GSEM B623 Figures of Resistance: Classical and Modern**

Not offered 2020-21

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, Prometheus (Great Britain, 1998), Lilianna Cavani, The Year of the Cannibals (Italy, 1970), Amy Greenfield, Antigone/Rites of Passion (USA, 1991), Ingmar Bergman, Persona (Sweden, 1966), Miklós Jancsó, Electra, My Love (Hungary, 1974), Arthur Ripstein, Asi Es La Vida (Mexico, 2000), and Spike Lee, Chi-raq (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

#### **GSEM B654 War and Peace in the Ancient World**

Not offered 2020-21

For centuries history has been perceived, written and taught as a series of wars and periods of peace. Yet, the question remains: what does it mean when a city, a state or a nation is at war, and how do different cultures and societies conceptualize peace? This interdisciplinary seminar explores theories and practices of war and peace in the ancient world, examining the archaeological, epigraphic, and literary evidence. The archaeology of warfare will include battlefields, fortifications, arms and weapons, siege machines, war memorials, funerary monuments as well as the iconography of victors and victims. The literary sources that we will be reading, among them the Homeric epics, select passages from Greek and Roman historiography, philosophical and rhetorical works and ancient handbooks and manuals of warfare, will shed light on the recording of conflicts, the conduct of war, notions of power and peace, the depiction of leaders, the representation of violence, and strategies of commemoration. Investigating bodies of evidence, which are normally studied separately and within specific disciplinary formations, we aim to challenge the entrenched oppositions between archaeology, philology, and history and to engage in a discourse about the complex and changing conceptualizations of war and peace in the ancient world. We plan to have several guest lecturers. Students participating in this seminar will be expected to give oral presentations and to develop their special areas of interests in their research projects applying a variety of methods. No previous classics or archaeology training is required.

#### **HART B218 Byzantine Textiles in Life and Death**

Spring 2021

This course explores the manifold uses and meanings of

textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Inquiry into the Past (IP)

Counts toward Middle Eastern Studies

Counts toward Museum Studies

#### **HART B301 Topics in Exhibition Strategies**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Museum Studies

Counts toward Praxis Program

#### **HART B318 Cultural Property and Museums**

Not offered 2020-21

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries.

Counts toward Museum Studies

#### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

Counts toward Middle Eastern Studies

## COMPARATIVE LITERATURE

### Faculty

Co-Chairs and Advisers

Maud McInerney, Associate Professor of English (Haverford College)

María Cristina Quintero, Fairbank Professor of the Humanities and Professor of Spanish and Co-Chair of Comparative Literature

### Steering Committee

#### Bryn Mawr College

Martín Gaspar, Associate Professor of Spanish

Alessandro Giammei, Assistant Professor of Italian

Jennifer Harford Vargas, Associate Professor of English

Timothy Harte, Provost and Professor of Russian

Shiamin Kwa, Co-Chair and Associate Professor of East Asian Studies

Roberta Ricci, Chair and Professor of Italian

Azade Seyhan, Fairbank Professor Emeritus in the Humanities and Research Professor

Qinna Shen, Associate Professor and Chair of German

Jamie Taylor, Associate Professor of English

#### Haverford

Imke Brust, Assistant Professor of German

Israel Burshatin, Professor Emeritus of Spanish

Roberto Castillo Sandoval, Associate Professor of Spanish & Comparative Literature

Matthew Farmer, Assistant Professor of Classics

Maud McInerney, Associate Professor of English

Jerry Miller, Associate Professor of Philosophy

Deborah Roberts, Professor of Classics and Comparative Literature

Ulrich Schoenherr, Professor Emeritus of German and Comparative Literature

David Sedley, Associate Professor of French

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Comparative Literature is a joint Bryn Mawr and Haverford program that draws on the diverse teaching and research interests of the faculty at the two colleges, especially but not exclusively those in our many departments of language and literature. The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The close reading of literary texts and other works from different cultures and periods is fundamental to our enterprise. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, religion,

history, music, the history of art, visual studies, film studies, gender studies, and area studies (including Africana studies, Latin American and Iberian studies, and East Asian studies). Our students have gone on to do graduate work in comparative literature and related fields; pursued advanced degrees in business, law, medicine, and journalism; and undertaken careers in translation, publishing, international business, diplomacy, and non-governmental organizations.

### Major Requirements

- COML 200 (Introduction to Comparative Literature), normally taken by the spring of the sophomore year.
- Six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one): at least two (one in each literature) must be at the 300-level or above, or its equivalent, as approved in advance by the advisor.
- One course in critical theory.
- Two electives in comparative literature.
- COML 398 (Theories and Methods in Comparative Literature).
- COML 399 (Senior Seminar in Comparative Literature).

\*In the case of languages for which literature courses in the original language are not readily available in the Tri-Co, students may on occasion be allowed to count a course taught in English translation for which they do at least part of the reading in the original language.

### Minor Requirements

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

**NOTE:** Both majors and minors should work closely with the co-chairs of the program and with members of the steering committee in shaping their programs

### Requirements for Honors

Students who, in the judgment of the Comparative Literature Steering Committee, have done distinguished work in their comparative literature courses and in the Senior Seminar will be considered for departmental honors.

**NOTE:** Please note that not all topics courses (B223, 299, 321, 325, 326, 340) count toward COML elective requirements. See adviser.

### Prizes

The Barbara Riley Levin Prize is awarded annually to the senior major(s) whose work merits recognition for intellectual achievement, as demonstrated in the senior thesis.

### Faculty

Two co-chairs, one at each college, and a Bi-College steering committee administer the program. The committee generally includes those faculty members most often involved in teaching the introductory course and the senior seminar.

## Courses

### COML B200 Introduction to Comparative Literature

Fall 2020

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.

Critical Interpretation (CI)

### COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

Not offered 2020-21

The course is in English. It examines the ban on books, films, and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. This semester our focus will be on Germany and China. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. Current focus: Censorship in Germany and China. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Cross-Cultural Analysis (CC)

Counts toward East Asian Languages and Cultures

### COML B242 German Encounters w East Asia: A Transnational Cinema Course

Spring 2021

Due to increased mobility in the age of globalization, the encounter between East and West has shifted from the imaginary to the real. Actual encounters provide the potential for debunking cultural myths and prejudices that an orientalist lens tended to produce. East and West both carry their own traditions, value systems, and distinct cultural identities. This sparks conflicts, but also generates mutual interest. In present-day Germany, the Asian-German connection constitutes a neglected aspect of multicultural discourses and thus deserves more scrutiny. This transnational film course focuses specifically on encounters between German-speaking countries and East Asia. Using film as the main medium, this course touches on prominent issues such as orientalism, race, gender, class, nation, and identity, which have been much studied by literary and cultural critics in recent years.

Counts toward East Asian Languages and Cultures

Counts toward Film Studies

### COML B293 The Play of Interpretation

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward International Studies

### COML B398 Theories and Methods in Comparative Literature

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context. This is a required for majors and minors.

### COML B399 Senior Seminar in Comparative Literature

Thesis writing seminar. Research methods.

### COML B403 Supervised Work

### ARCH B217 Captive Greece, Captor Rome?

Not offered 2020-21

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era and the expansion of Roman power in the Mediterranean through the absorption of the Greek world into the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### ARCH B303 Classical Bodies

Not offered 2020-21

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Counts toward Counts toward Gender and Sexuality Studies

### ARTW B261 Writing Poetry I

Spring 2021

In this course students will learn to "read like a writer," while grappling with the work of accomplished poets, and providing substantive commentary on peers' work. Through diverse

## COMPARATIVE LITERATURE

readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.

Critical Interpretation (CI)

### **CSTS B375 Interpreting Mythology**

Not offered 2020-21

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

### **EALC B212 Topics: Introduction to Chinese Literature**

Section 001 (Fall 2019): Late imperial fiction and drama

Not offered 2020-21

This is a topics course. Topics may vary.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

### **EALC B240 Topics in Chinese Film**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic No**

Not offered 2020-21

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret

and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Visual Studies

### **EALC B310 Advanced Readings in the Graphic Narrative**

Spring 2021

This advanced seminar focuses on critical and theoretical approaches to the graphic novel. In the past several decades, a genre of "auteur comics" has emerged from the medium that are highly literary with a deep engagement between form and meaning. This seminar focuses on weekly close readings of such graphic novels with rigorous analysis of form and content. Primary text readings are supplemented with readings from literary theory, visual studies, and philosophy. Participants are expected to be comfortable with the application of literary critical theory and visual studies theory to texts. There are no prerequisites for the course, but due to the quantity and complexity of the reading material, some background in literary study is necessary. Students interested in taking this course in fulfillment of a major requirement in Comparative Literature or East Asian Languages and Cultures will need to discuss with me prior to enrollment. Preference given to students who have taken EALC B255. This semester (Spring 2021) we will explore theories of narrative in the context of the graphic narrative. Students will read and view primary texts, supplemented by theoretical readings, that engage questions of how subjects develop through unconventional notions of "travel" in time, space, or both. THIS COURSE IS OFFERED AS PART OF A 360

Course does not meet an Approach

Counts toward Counts toward East Asian Languages and Cultures

Counts toward Counts toward Visual Studies

### **EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

Not offered 2020-21

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical

borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Film Studies

### **EALC B345 Topics in East Asian Culture**

Not offered 2020-21

This is a topics course. Course contents vary.

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Fiction**

Not offered 2020-21

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Counts toward Counts toward Environmental Studies  
Counts toward Counts toward Visual Studies

### **ENGL B229 Movies and Mass Politics**

Not offered 2020-21

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and Communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Critical Interpretation (CI)

Counts toward Counts toward Film Studies  
Counts toward Counts toward Visual Studies

### **ENGL B279 Introduction to African Literature**

Spring 2021

Taking into account the oral, written, aural, and visual forms of African "texts" over several thousand years, this course will explore literary production, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his *Burden of History*, the Muse

of *Forgiveness*; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi wa Thiong'o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

### **ENGL B345 Topics in Narrative Theory**

Section 001 (Fall 2019): Theory of the Ethnic Novel

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Latin American, Iberian, and Latinx

### **ENGL B381 Post-Apartheid Literature**

Spring 2021

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts toward Counts toward Africana Studies

### **ENGL B388 Contemporary African Fiction**

Fall 2020

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Counts toward Counts toward Africana Studies

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

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

### **FREN B312 Advanced Topics in Literature**

Not offered 2020-21

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts toward Counts toward Film Studies

## COMPARATIVE LITERATURE

### **FREN B325 Topics: Etudes avancées**

Section 001 (Fall 2020): Derrière les barreaux

Fall 2020

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution française: Histoire, littérature et culture; L'environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement. Current topic title and description: Derrière les barreaux: l'imaginaire de l'enfermement au dix-neuvième siècle. La littérature du XIXème siècle témoigne d'un goût pour l'imaginaire de l'enfermement. En commençant par le cas célèbre de Dumas qui enferme le comte de Monte Cristo dans une geôle du château d'If, ce cours retrace cette thématique à travers la lecture de quelques géants de la littérature du dix-neuvième siècle, en parallèle avec des lectures théoriques sur l'emprisonnement. On suivra ainsi l'évolution de la perception de l'emprisonnement, entre la vision romantique du début du XIXème siècle et la vision désabusée, voire révoltée, qui apparaît en fin de siècle. On sera amené à découvrir une multitude de « cadres » littéraires, en partant des plus évidents (prisons, cellules, cercueils) aux plus subtils (le corps et l'esprit, la retraite chez soi, etc.). Nous établirons des liens avec la situation actuelle (par exemple les « video diaries » des habitants de Wuhan). Auteurs étudiés : Balzac, Dumas, Huysmans, Proust, Sand, Stendhal, etc.

### **FREN B326 Etudes avancées**

Section 001 (Spring 2020): Proust:Inverts,Snobs,Dilletant

Not offered 2020-21

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies.

### **FREN B350 Voix médiévales et échos modernes**

Spring 2021

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

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

Not offered 2020-21

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

Not offered 2020-21

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

Fall 2020

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **ITAL B212 Italy Today**

Section 001 (Fall 2019): Bodies, Souls, Politics, Cultures

Not offered 2020-21

This is a topics course. Course content varies. This bridge class, taught in Italian, is designed to familiarize students with the shifting cultural panorama of present-day Italy (and its metamorphosing language) through a variety of readings by living authors, journalists, comic-book artists, intellectuals, and politicians.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies



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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

**ITAL B309 Renaissance Imagology--Tales, Visions & Maps of the Silk Road**

Spring 2021

Unlike those of most European nations, Italy's Renaissance was not an age of geographical expansion--as a matter of fact, Italy didn't even exist, as a nation, up until a century and a half ago. And yet, it was in Italian ports and courts that the geographical experiences and fantasies of cartographers, merchants, poets, painters, and narrators gave to Europe the cultural tools to imagine the world beyond the boundaries of its smallest continent. This collective, introvert work of invention and description fueled the defining atrocities of what we call modernity, from colonialism to the slave trade. It also produced fantastical (and yet incredibly detailed) accounts of supposedly transitional places, challenging what we today consider geographical knowledge and establishing a paradigm to experience the world without leaving one's room. In this course, we will try to understand the difference between reading about a place and experiencing it. We will study ports and courts as planetariums, poems as atlases, and maps as works of fiction. A large portion of the course will be devoted to Marco Polo's description of the silk road, to Italo Calvino's postmodern re-writing of Polo's real and fictional journeys, and to Venice as both the starting point and destination of such virtual experiences of the silk road. We will also consult Petrarch's travel guides to places that he only visited as a reader, read the Asian adventures of Ludovico Ariosto's paladins flying on the Hippogriff, and analyze masterpieces of early modern cartography such as the Cantino planisphere and the Fra Mauro globe, which we will see in Italy. Renaissance texts and images will be studied alongside 20th century works that they inspired: metaphysical paintings, avant-garde poems made out of place names, operas, and experimental novels. The last places we will visit are the ports that are considered, today, as parts of the so called "new silk road": Genova and Trieste. For students enrolling in the 360 cluster: No knowledge of Italian is required. For students enrolling only in this class, for Departmental credit: Completion of ITAL102 or instructor's permission.

Course does not meet an Approach

**ITAL B312 Black, Queer, Jewish Italy**

Fall 2020

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call 'otherness' at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten's work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

Course does not meet an Approach

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

**ITAL B315 A Gendered History of the Avant-Garde**

Not offered 2020-21

The very concept of 'avant-garde' is steeped in a masculine warlike imagery, and the founding manifesto of Futurism even glorifies 'contempt for the woman'. Yet, feminine, queer, androgynous, and non-binary perspectives on sexual identity played a central role -- from Rimbaud to current experimentalism -- in the development of what has been called 'the tradition of the new'. In this seminar we will explore such a paradoxical anti-traditional tradition through texts, images, sounds, and videos, adopting a historical perspective from early 20th century movements to the Neo-Avant-Garde. We will unearth the stories and works of great experimentalists who have been neglected because of their gender. We will deal with poems made up entirely of place names, of recorded noises, of typographical symbols. Taking advantage of the college's collection and library, we will try to read texts with no words, surreal stories, performances, objects, and we will make our own avant-garde experiments. Course taught in English, no previous knowledge of Italian required.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Museum Studies

**RUSS B214 Anna Karenina and the Tasks of Literature**

Not offered 2020-21

This course takes Lev Tolstoy's Anna Karenina as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy's important early works (notably,

## COMPARATIVE LITERATURE

his Childhood. Boyhood. Youth.), then read Anna Karenina slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel's aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy's late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert's Madame Bovary, Nathaniel Hawthorne's The Scarlet Letter, Alexander Pushkin's Eugene Onegin) that, much as they predate Tolstoy's masterpiece, help us bring the central preoccupations of Anna Karenina into sharper focus. We will conclude the course with Tolstoy's late short works, a short story by Anton Chekhov, and Virginia Woolf's Mrs. Dalloway, which we will contemplate as a reply to and a potential re-writing of Anna Karenina, since the English modernist famously declared that she had "nearly every scene of Anna Karenina branded in [her.]" All readings in English.

Critical Interpretation (CI)

### **RUSS B218 The Coming-Of-Age Novel in 19th-century Europe**

Not offered 2020-21

We will study a selection of nineteenth-century French, English, and Russian novels that are concerned with the education, development, and maturing of a young protagonist. These are novels that imagine the often difficult compromise between individual aspirations and the drive towards social integration. We will think about why the Bildungsroman - or, coming-of-age novel - turned out to be one of the most productive and popular literary forms of nineteenth-century Europe. We will study works by such authors as Pushkin, Balzac, Stendhal, Charlotte Brontë, Dickens, Dostoevsky, Goncharov, Tolstoy, Flaubert and others. (Content will vary somewhat each time the course is offered.) We will think about the depiction of childhood and early adulthood; families; national and imperial politics and politics; the relationship between geographic, social, and economic mobility; domestic and professional selves and spaces; gender and sexuality.

Critical Interpretation (CI)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet Russia& Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **SPAN B211 Borges y sus lectores**

Spring 2021

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Counts toward Counts toward Latin American, Iberian, and Latinx

### **SPAN B260 Ariel/Calibán: colonialismo y neocolonialismo**

Fall 2020

A study of the transformations of Ariel/Calibán as images of Latin American and Caribbean cultures. Prerequisite: B120 or another SPAN 200-level course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Latin American, Iberian, and Latinx

### **SPAN B332 Novelas de las Américas**

Spring 2021

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.

Counts toward Counts toward Latin American, Iberian, and Latinx

### **SPAN B370 Literatura y delincuencia**

Fall 2020

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts toward Counts toward Latin American, Iberian, and Latinx

## COMPUTER SCIENCE

Students may complete a major or minor in Computer Science or a minor in Computational Methods.

### Faculty

Deepak Kumar, Professor and Chair of Computer Science

Christian Murphy, Senior Lecturer and Computer Science Program Coordinator

Aline Normoyle, Assistant Professor of Computer Science

Geoffrey Towell, Lecturer in Computer Science

Dianna Xu, Professor of Computer Science

Computer Science consists of the science of algorithms (theory, analysis, design and implementation) as well the design and implementation of computer systems. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The department at Bryn Mawr is founded on the belief that Computer Science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Department is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The department welcomes students who wish to pursue a major in Computer Science. Additionally, the department also offers a minor in Computer Science, a concentration in Computer Science (at Haverford College) and a minor in Computational Methods (at Bryn Mawr College). The department also strives to facilitate double majors and evolving interdisciplinary majors. Students can further specialize their majors by selecting elective courses that focus on specific disciplinary tracks or pathways within the discipline.

All majors, minors and concentrations offered by the department emphasize foundations and basic principles of information science with the goal of providing students with skills that transcend short-term trends in computer hardware and software.

### Major in Computer Science

Students are encouraged to prepare a major course plan in consultation with their academic adviser in Computer Science. The requirements for a major in computer science are:

#### Three introductory courses:

- CMSC B110 (or H105): Introduction to Computing, or CMSC B113: Computer Science I, or BIOL B115: Computing through Biology
- CMSC B206 (or H106 or H107): Data Structures
- CMSC/MATH B/H231: Discrete Mathematics

#### Four core courses:

- **Any two of**  
CMSC B/H240: Principles of Computer Organization  
CMSC B/H245: Principles of Programming Languages  
CMSC B246: Systems Programming

- **Any one of**  
CMSC B330: Algorithms: Design & Practice  
CMSC B340: Analysis of Algorithms
- **Any one of**  
CMSC B355/H356: Operating Systems  
CMSC B/H350: Compiler Design

Plus four electives in Computer Science (at least three must be 300-level or above) and senior seminar CMSC B399. Note that CMSC H340 does not fulfill the writing requirement and cannot be used in place of CMSC B340. All requirements must be completed with merit grades.

**NOTE:** For Class of 2021 the requirements for the Major are slightly different from above- three introductory courses (same as above), three core courses (2 of 240, 246, 246 PLUS 1 of 330/340B), five electives (4 out of 5 must be 300-level or above).

Students can specialize in specific disciplinary tracks or pathways by carefully choosing their elective courses. Such pathways can enable specialization in areas such as: computational theory, computer systems, computer graphics, computational geometry, artificial intelligence, information visualization, computational linguistics, etc. Students should ensure that they have completed at least three courses in computer science by the end of their sophomore year (we highly recommend CMSC 110/113, 206 and 231).

### Minor in Computer Science

Students in any major are encouraged to complete a minor in computer science. Completing a minor in computer science enables students to pursue graduate studies in computer science, in addition to their own major. The requirements for a minor in computer science at Bryn Mawr are (Haverford equivalents are not listed, please see above): CMSC 110/113 or BIOL 115, CMSC 206 and CMSC 231, any two of CMSC 240, 245, 246, 330, 340 or 345, and one elective chosen from any course in computer science, approved by the student's adviser in computer science. All requirements must be completed with merit grades.

### Minor in Computational Methods

This minor is designed to enable students majoring in any discipline to learn computational methods and applications in their major area of study. The requirements for a minor in computational methods are (Haverford equivalents are not listed, please see above): CMSC 110/113 or BIOL 115, CMSC 206 and CMSC 231; one of CMSC 245, 246, 330, 340 or 345; any two additional computational courses depending on a student's major and interests (there are many such courses to choose from in various departments). All requirements must be completed with merit grades.

Students can declare a minor at the end of their sophomore year or soon after. Students should prepare a course plan and have it approved by at least two faculty advisers. Students minoring in computational methods are encouraged to propose senior projects/theses that involve the application of computational modeling in their major field of study.

## Courses

### CMSC B110 Introduction to Computing

Fall 2020

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate data, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principals.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

### CMSC B113 Computer Science I

Fall 2020, Spring 2021

This is an introduction to the discipline of computer science, suitable for those students with a mature quantitative ability. This fast-paced course covers the basics of computer programming, with an emphasis on program design and problem decomposition. Graduates of this course will be able to write small computer programs independently; examples include data processing for a data-based science course, small games, or basic communications programs (such as a chat client). No computer programming experience is necessary or expected. Prerequisite: Must pass either the Quantitative Readiness Assessment or the Quantitative Seminar (QUAN B001)

Course does not meet an Approach

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

### CMSC B206 Introduction to Data Structures

Fall 2020, Spring 2021

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using a debugger. Required: 2 hour lab. Prerequisites: CMSC B110 or CMSC B113 or H105, or permission of instructor.

Quantitative Methods (QM)

Scientific Investigation (SI)

### CMSC B231 Discrete Mathematics

Spring 2021

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Co-requisites: BIOL B115 or CMSC B110 or CMSC B113 or H105 or H107.

Quantitative Methods (QM)

CMSC B240 Principles of Computer Organization

Spring 2021

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A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: CMSC B206 or H106 and CMSC B231

### CMSC B245 Principles of Programming Languages

Fall 2020

An introduction to the study of programming languages. Where do programming languages come from and how do they evolve? And why should a programmer choose one over another? This course explores these topics by covering several different programming language features and paradigms, including object-oriented, functional, and dynamic. It also looks at the history and future of programming languages by studying the active development of several real-world languages. The course has a strong lab component where students explore several programming languages both by writing code in those languages and by implementing interpreters. Prerequisite: CMSC B206 or H106 or H107 and CMSC B231

Course does not meet an Approach

### CMSC B246 Systems Programming

Spring 2021

A more advanced programming course using C/C++. Topics include memory management, design and implementation of additional data structures and algorithms, including priority queues, graphs and advanced trees. In addition, students will be introduced to C++'s STL. There will be emphasis on more significant programming assignments, program design, and other fundamental software engineering principles. Makefiles, interactive debugging, version control, and command-line shell interaction round out the technical skills developed in this course. Prerequisites: CMSC B206 or H106 or H107, and MATH/CMSC 231.

Course does not meet an Approach

### CMSC B283 Topics in Computer Science

Not offered 2020-21

This is an intermediate-level topics course. Course content varies.

Course does not meet an Approach

### CMSC B310 Computational Geometry

Not offered 2020-21

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC/MATH B/H231 and

CMSC B206 or CMSC/MATH B/H231 and CMSC H106 or CMSC/MATH B/H231 and CMSC H107.

Quantitative Readiness Required (QR)

### **CMSC B312 Computer Graphics**

Spring 2021

An introduction to the fundamental principles of computer graphics, including 3D modeling, rendering, and animation. Topics cover: 2D and 3D transformations; rendering techniques; geometric algorithms; 3D object models (surface and volume); visible surface algorithms; shading and mapping; ray tracing; and select others. Prerequisites: CMSC/MATH B231, CMSC B246 and MATH B203 or H215, or permission of instructor.

### **CMSC B325 Computational Linguistics**

Not offered 2020-21

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206 , or H106 and CMSC 231 or permission of instructor.

Counts toward Neuroscience

### **CMSC B330 Algorithms: Design and Practice**

Not offered 2020-21

This course examines the applications of algorithms to the accomplishments of various programming tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include divide and conquer, approximations for NP-Complete problems, data mining and parallel algorithms. Prerequisites: CMSC B206 or H106 and B231.

### **CMSC B340 Analysis of Algorithms**

Fall 2020

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail.

Quantitative Readiness Required (QR)

### **CMSC B350 Compiler Design: Theory and Practice**

Not offered 2020-21

A compiler is a computer program that translates code written in a programming language to machine code that a computer can directly execute. Students in this course will learn how to build a compiler, and assignments will all be about incrementally building a compiler. Topics covered include: lexical analysis, grammars and parsing, intermediate representations, syntax-directed translation, code generation, type checking, simple dataflow and control-flow analyses, and optimizations. This is a challenging, implementation-oriented course.

### **CMSC B355 Operating Systems**

Not offered 2020-21

A practical introduction to modern operating systems, using case studies from UNIX, MSDOS and the Macintosh. Topics include computer and OS structures, process and thread management, process synchronization and communication, resource allocations, memory management, file systems, and select examples in protection and security. This is a challenging, implementation-oriented course with a strong lab component. Prerequisite: CMSC B246 or permission of instructor.

### **CMSC B372 Artificial Intelligence**

Not offered 2020-21

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts toward Neuroscience

### **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.

### **CMSC B403 Supervised Work/Independent Study**

#### **B380 Recent Advances in Computer Science**

Section 001 (Spring 2020): Info Retrieval & Web Search

Section 001 (Fall 2019): Science of Information

Fall 2020, Spring 2021

This is a topics course. Course content varies.

### **BIOL B115 Computing Through Biology: An Introduction**

Not offered 2020-21

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Three hours of lecture, three hours of lab per week.

Quantitative Methods (QM)

Scientific Investigation (SI)

## EAST ASIAN LANGUAGES & CULTURE

### Faculty

Yonglin Jiang, Associate Professor of East Asian Studies (on leave semester I)

Shiamin Kwa, Co-Chair and Associate Professor of East Asian Studies

Ying Liu, Lecturer

Xiuyuan Mi, Instructor

Ting-Chih Wu, Instructor

Changchun Zhang, Instructor of Chinese

The Bi-College Department of East Asian Languages and Cultures couples rigorous language training in Chinese and Japanese with the study of East Asian culture and society. In addition to our intensive programs in Chinese and Japanese languages, departmental faculty offer courses in East Asian literature, religion, film, art/visual culture, and history. The intellectual orientation of the Department of East Asian Languages and Cultures is centered on primary textual and visual sources. That is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of a wide range of literary and historical texts (in translation and in the original), images, film, and scholarly books and articles. Although the faculty of our Bi-College department is divided between Bryn Mawr and Haverford, the EALC program is fully integrated: we work as one to provide a complementary curriculum and careful and collaborative student guidance.

### Learning Goals

EALC has four learning goals:

- Laying the foundations for proficiency in Japanese or Chinese language and culture.
- Gaining broad knowledge of the East Asian cultural sphere across time and in its global context.
- Becoming familiar with basic bibliographic skills and protocols; learning how to identify, evaluate, and interpret primary textual and visual sources.
- Embarking on and completing a major independent research project that pulls together past coursework, taking the knowledge and skills gained to a new level to demonstrate mastery of a particular aspect of East Asian culture.

### Curriculum

#### Chinese Program

The Chinese Program is a fully integrated Bi-Co program. We offer multiple levels of instruction in Mandarin Chinese.

- First-Year Chinese (CNSE 001-002) and Second-Year Chinese (CNSE 003-004) both have master and drill sections.
- First-Year Chinese (CNSE 001-002) is a year-long course. Students must complete both semesters to receive a total of three credits.
- We offer Non-intensive First-Year Chinese (CNSE 007-008) for students with some background in Chinese, based

on results of a placement test. Upon completion of this full-year sequence, students move on to Second-Year Chinese.

- Following Third-Year, we offer Advanced Chinese each semester. So far, we have eight topic courses in the Advanced Chinese series and students can continue taking Advanced Chinese for credits as long as the topics differ.

For further information, please consult the entry under "Chinese".

#### Japanese Program

The Bi-Co Japanese Program offers five years of instruction in modern Japanese. All Japanese language courses are offered at Haverford.

- First-Year Japanese (JNSE H001-JNSE H002) meet six hours per week. This is a year-long course. Students must complete both semesters in order to receive credit.
- Second-Year Japanese (JNSE H003-JNSE H004) meet five hours per week.
- Third- and Fourth-Year (Advanced) Japanese (JNSE H101-JNSE H102 and JNSE H201A/JNSE H201B) meet three hours per week.
- Advanced Japanese takes a different topic each term; students can take it any term as Fourth- or Fifth-Year Japanese, with one credit per semester, and repeat the course with different topic headings.

### Major Requirements

#### I. Language requirement (2 credits)

EALC majors are required to have completed the third year level of either Chinese or Japanese by the time of graduation. We require EALC majors to take two semesters of either Chinese or Japanese on campus, at a level appropriate to their in-coming language abilities. Students who have already fulfilled this requirement, as confirmed by the language placement test will substitute two EALC courses approved by their major advisor.

#### II. Three core courses (3 credits)

EALC majors must take THREE core courses from the following:

1. One 100-level course on China: 131 (Chinese Civilization)
2. One 100-level course on Japan 132 (Japanese Civilization); and
3. EALC 200 (Methods and Approaches to East Asian Cultures).

EALC 200 is required of all EALC majors and is recommended for Asian Studies minors. We urge majors to take 200 in the spring of their JUNIOR year. Majors who plan to be abroad in spring term junior year must take EALC 200 spring term sophomore year.

EALC 200 is the designated departmental Writing Intensive (WI) course for Bryn Mawr's WI requirement.

Students must earn a grade of 2.0 or higher in each of these courses to continue in the major and be eligible to write a senior thesis.

**III. Three departmental elective courses (3 credits)**

Majors must take THREE additional non-language courses offered by members of the Bi-Co EALC Department.

One of these courses must be at the 300-level;

One of the 200-level electives may be fulfilled with an advanced topics course in Chinese or Japanese.

Majors cannot satisfy the departmental electives with courses outside the department, or by taking courses abroad.

**IV. Two non-departmental courses related to global Asia (2 credits)**

Majors must choose two non-Departmental electives at the 200 or 300 level that are related to their study of East Asia or the wider Asian world. These two courses may be in a department or program in the Quaker Consortium (Tri-Co plus Penn), or an approved study abroad program.

**V. The Senior Thesis (1 credit)**

In the capstone experience undertaken in the Fall term of the senior year, students employ their skills and undertake a scholarly investigation. The aim is to create and execute an extended research project centered on a Chinese or Japanese primary written or visual “text,” be that a written, a visual or other type of text. in Chinese or Japanese. The senior thesis brings together threads of conversations among scholars on the student’s chosen topic. The student combines language and research skills to think about and interpret the meanings of sources in context. At the end of the term, seniors present their findings to the faculty and other students in final oral presentations.

**Language Minor Requirements**

The EALC Department certifies minors in Chinese and Japanese language.

The Chinese language and Japanese language minors both require six language courses. Students must take at least four language courses in our Bi-Co programs, and can take at most two at the Quaker Consortium or our approved off-campus domestic or Study Abroad programs. Minors are approved in consultation with the language program directors.

**Global Asia Minor**

Six courses centrally concerned with Asia (East, Southeast, and South) and its diaspora, at least one of which is at the 300 level. They may be drawn from any department in the Quaker Consortium, and may include up to two advanced language courses. Those interested in minoring in Global Asia should consult with the convener (currently Prof. Guangtian Ha at Haverford) no later than the fall of their senior year.

**Requirements for Honors**

The departmental faculty awards honors on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. The faculty requires a minimum 3.7 average in major-related coursework to consider a student for honors.

**Study Abroad**

The EALC Department strongly recommends that majors study abroad to maximize their language proficiency and cultural

familiarity. We require formal approval by the study abroad adviser prior to the student’s travel. Without this approval, credit for courses taken abroad may not be accepted by EALC. If study abroad is not practical, students may consider attending certain intensive summer schools that EALC has approved. Students must work out these plans in concert with the department’s study abroad adviser and the student’s dean.

**Language Placement Tests**

The two language programs conduct placement tests for first-time students at all levels in the week before classes start in the fall semester.

To qualify for third-year language courses, students need to finish second-year courses with a score of 3.0 or above in all four areas of training: listening, speaking, reading, and writing.

In the event that students do not meet the minimum grade at the conclusion of second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision.

Students who do not meet the requirement to advance must take a placement test before starting third-year language study in the fall.

**Senior Prizes**

Graduating Seniors in EALC are eligible for the “Margaret Mayeda Petersson Prize,” which recognizes a spirit of engagement and enthusiasm through the major and the thesis project. EALC-sponsored Prizes

Graduating Seniors from any department who have studied Chinese are eligible for the “Hu Shih Prize in Chinese” which recognizes excellence and dedication in the study of the Chinese language.

**Courses****EALC B110 Intro to Chinese Literature (in English)**

Not offered 2020-21

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. Taught in English.

Critical Interpretation (CI)

Counts toward Visual Studies

**EALC B131 Chinese Civilization**

Spring 2021

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward East Asian Languages and Cultures

**EALC B200 Major Seminar: Methods and Approaches in East Asian Studies**

Not offered 2020-21

## EAST ASIAN LANGUAGE & CULTURE

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.

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

### **EALC B212 Topics: Introduction to Chinese Literature**

Section 001 (Fall 2019): Late imperial fiction and drama  
Not offered 2020-21

This is a topics course. Topics may vary.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

### **EALC B225 Topics in Modern Chinese Literature**

Not offered 2020-21

This a topics course. This course explores modern China from the early 20th century to the present through its literature, art and films, reading them as commentaries of their own time. Topics vary.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

### **EALC B240 Topics in Chinese Film**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies  
Counts toward Visual Studies

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic No**

Not offered 2020-21

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called “comics,” “graphic novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include

Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies  
Counts toward Visual Studies

### **EALC B261 Chinese Environmental Culture**

Not offered 2020-21

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward East Asian Languages and Cultures

### **EALC B264 Human Rights in China**

Spring 2021

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **EALC B265 Chinese Empires: Yuan, Ming, and Qing**

Not offered 2020-21

The Yuan, Ming, and Qing dynasties (1271-1912) witnessed fundamental transformations in imperial China. The Mongols made China part of its vast land empire in the Yuan; Han Chinese restored the ethnic Han dominance in the Ming; and the Manchus established China’s largest conquest empire during the Qing. These imperial experiences not only enriched Chinese cultural traditions but also left profound and everlasting legacies for contemporary China. From a historical perspective, this course examines the Chinese empires by focusing on such topics as the formation and growth of imperial government; the changing relationship between the central bureaucracy and local society; the interaction of diverse ethnic groups; the tension between agrarian economy and commercialization; the roles of women in family and society; the dynamics of elite and popular cultures; the interplay between Chinese empires and foreign forces; and China’s search for modernity. This course will meet the College requirements for “Approaches to Inquiry” in “Cross-cultural Analysis” and “Inquiry into the Past.” Class time: 70% lecture, and 30% discussion.

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

### **EALC B270 Topics in Chinese History**

Section 001 (Fall 2020): History of the Silk Road

Section 002 (Fall 2020): History of Borderland in Imperial China  
Fall 2020

This is a topics course, course content varies.

Current topic description: This class follows the steps of earlier



travelers along the trade routes that stretched across Eurasia and examines the religious impulses, the lure of wealth, and the fascination with the exotic that set the key for cross-cultural encounters before the Age of Discovery. We will explore the crucial roles played by nomads and travelers in facilitating the flow of goods and ideas and the shaping of cultures. We will also have opportunities to reflect on the virtues and limitations of cultural-pluralism, and how these stories from the past may inform our understandings of the world we now live in.

Current topic description: This course will examine the borderlands around late imperial China during the tenth to nineteenth centuries. We will combine different borderland spaces with specific themes. Tibet, Mongol, Xinjiang and Southeast Asian highland will be examined in detail; and topics such as environment, gender, ethnicity will be covered.

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

### **EALC B310 Advanced Readings in the Graphic Narrative**

Spring 2021

This advanced seminar focuses on critical and theoretical approaches to the graphic novel. In the past several decades, a genre of "auteur comics" has emerged from the medium that are highly literary with a deep engagement between form and meaning. This seminar focuses on weekly close readings of such graphic novels with rigorous analysis of form and content. Primary text readings are supplemented with readings from literary theory, visual studies, and philosophy. Participants are expected to be comfortable with the application of literary critical theory and visual studies theory to texts. There are no prerequisites for the course, but due to the quantity and complexity of the reading material, some background in literary study is necessary. Students interested in taking this course in fulfillment of a major requirement in Comparative Literature or East Asian Languages and Cultures will need to discuss with me prior to enrollment. Preference given to students who have taken EALC B255. This semester (Spring 2021) we will explore theories of narrative in the context of the graphic narrative. Students will read and view primary texts, supplemented by theoretical readings, that engage questions of how subjects develop through unconventional notions of "travel" in time, space, or both. THIS COURSE IS OFFERED AS PART OF A 360

Course does not meet an Approach  
Counts toward East Asian Languages and Cultures  
Counts toward Visual Studies

### **EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

Not offered 2020-21

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

### **EALC B322 Topics: Considering the Dream of Red Chambers**

Section 001 (Spring 2021): Garden in the Dream of Red Chambers

Spring 2021

The Dream of Red Chambers (Hongloumeng) is arguably the most important novel in Chinese literary history. The novel tells the story of the waxing and waning of fortunes of the Jia family and their networks of family and social relations, and in its finely articulated details also serves as a chronicle of the Qing dynasty, an examination of visual culture, environment, kinship, sociology, economics, religious and cultural beliefs, and the structures of domestic life. In addition to addressing these aspects that we might categorize as external, the novel also turns inwards and examines the human heart and mind. How can we know another? How do we define ourselves? These questions, and many others, have occupied scholars for the last two centuries. We will spend the semester reading all five volumes of the David Hawkes translation, with secondary readings assigned to guide the discussion based on the semester's theme. Course topics varies.

Current topic description: This semester we will read "The Dream of Red Chambers" in its entirety alongside other works of Chinese literature set in gardens. Supplementary readings from literary and critical theory. This is a seminar with student-led discussions.

### **EALC B325 Topics in Chinese History and Culture**

Not offered 2020-21

This is a topics course. Course content varies.

### **EALC B345 Topics in East Asian Culture**

Not offered 2020-21

This is a topics course. Course contents vary.

### **EALC B353 The Environment on China's Frontiers**

Not offered 2020-21

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Fiction**

Not offered 2020-21

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction.

## EAST ASIAN LANGUAGE & CULTURE

"Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Counts toward Environmental Studies  
Counts toward Visual Studies

### **EALC B398 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

### **EALC B403 Supervised Work**

### **CNSE B001 Intensive First-Year Chinese**

Fall 2020

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. Requires attendance at class and drills.

Course does not meet an Approach

### **CNSE B002 Intensive First-Year Chinese**

Spring 2021

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. Attendance required at class and drills

Course does not meet an Approach

### **CNSE B007 First-Year Chinese Non-Intensive**

Not offered 2020-21

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Students must place into Chinese B007 through the Chinese Language Placement exam.

Course does not meet an Approach

### **CNSE B102 Third-Year Chinese**

Spring 2021

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression. Audio- and videotapes of drama and films are used as study aids. Prerequisite(s): CNSE 101

Counts toward Counts toward East Asian Languages and Cultures

### **COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

Not offered 2020-21

The course is in English. It examines the ban on books, films, and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. This semester our focus will be on Germany and China. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. Current focus: Censorship in Germany and China. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward East Asian Languages and Cultures

### **HART B274 History of Chinese Art**

Not offered 2020-21

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Museum Studies

### **HART B370 Topics in Chinese Art**

Section 001 (Fall 2019): Visual and Material Perspectives on the Silk Road

Not offered 2020-21

This is a topics course. Course content varies.

### **POLS B227 Field Seminar in Comparative Politics**

Not offered 2020-21

This seminar introduces the intellectual history of comparative politics, and explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Key questions we will discuss include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way that countries behave in the international arena? By the end of

this course, students will be equipped to answer these questions, and prepared for further study in political science. Freshman may not take this course and can take POLS B131. If you took POLS 131 in 2014 or 2015, you may not take this course.

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **POLS B334 Three Faces of Chinese Power: Money, Might, and Minds**

Not offered 2020-21

China's extraordinary growth for the past 30 years has confirmed the power of free markets, while simultaneously challenging our thoughts on the foundations and limits of the market economy. Moreover, China's ever-increasing economic freedom and prosperity have been accompanied by only limited steps toward greater political freedom and political liberalization, running counter to one of the most consistent patterns of political economic development in recent history. This course examines China's unique economic and political development path, and the opportunities and challenges it accompanies. This course has three aims: 1) to facilitate an in-depth understanding of the political and economic development with Chinese characteristics, 2) to conduct a comprehensive analysis of three dimensions of Chinese economic, political and cultural power, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary developmental path. This is a senior seminar. Prerequisite: two courses either in Political Science or East Asian Languages and Culture. Junior or Senior Standing required.

### **SOCL B268 Environmental Sustainability**

Spring 2021

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist, and are addressed or fail to be addressed. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to American sociology. Empirically, it moves through a series of more contemporary case studies of environmental problems (including both single-event "disasters" and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology's development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Course does not meet an Approach

## **Courses in East Asian Languages and Cultures at Haverford**

### **EALC H112 Myth, Folklore, and Legend in Japan**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

### **EALC H120 Confucianizing China: Individual, Society, and the State**

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

A survey of the philosophical foundations and political and social dissemination of Confucianism from its founding through the 21st century. Particular emphasis is placed on how Confucianism shaped normative relationships between men and women and the individual, society, and the state; and on the revolutionary rejection and dramatic revival of Confucianism under the PRC. Crosslisted: History, East Asian Languages & Cultures

### **EALC H132 Japanese Civilization**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

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.

### **EALC H201 Introduction to Buddhism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

### **EALC H202 Visualizing Japanese Buddhism: Art, Religion, Philosophy**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Examines the principal modes, media, and contexts of visual culture in Japanese Buddhism. Includes 'virtual viewings' and trips to the Philadelphia Museum of Art. Prerequisite(s): Sophomore standing or above required; a background course in Buddhism or visual studies desirable

### **EALC H231 Pre-Modern Japanese Literature**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

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This is a course introducing classical and medieval Japanese literature, and also related performance traditions. No background in either East Asian culture or in the study of literature is required; all works will be read in English translation. (Advanced Japanese language students are invited to speak with the instructor about arranging to read some of the works in the original or in translation into modern Japanese.) The course is a chronological survey of Japanese literature from the tenth century to the fifteenth. It will focus on well-known texts like the Tale of Genji and the Pillow Book, both written by women, and the ballad-form Tale of the Heike.

### **EALC H232 The Supernatural in Premodern China and Japan**

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts)

This course introduces you to various strange beings, place, and relationships that are represented in works written in premodern China and Japan, which are usually categorized as the supernatural by modern readers. Within this category there are, for instance, ancient gods and heroes who had or set out for supernatural powers, miraculous animals that communicate with human beings, demons and monsters that need to be pacified or enlightened, transformed beings that exist both within and without the human realm, and ghosts that have emerged from attachments or regrets. We will pay particular attention to the themes of spiritual salvation, female jealousy, exile, and love. You are encouraged to find your own topic of interest in these texts.

### **EALC H247 Death and the Afterlife in East Asian Religions**

Division: Humanities

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions.

### **EALC H248 History of Southeast Asia**

Division: Humanities  
Domain(s): B: Analysis of the Social World

Surveys Southeast Asian history from antiquity to the present day; the colonial impact on the traditional societies in mainland and insular Southeast Asia; nationalist and revolutionary movements; and emergence of Southeast Asia as a region in the modern world. Crosslisted: History, East Asian Languages & Cultures Prerequisite(s): Sophomore standing or higher

### **EALC H263 The Chinese Revolution**

Division: Social Science

Places the causes and consequences of the Communist Revolution of 1949 in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals. Crosslisted: History, East Asian Languages & Cultures

### **EALC H268 Warriors and Outlaws in China and England: Water Margin and Robin Hood**

Division: Social Science  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Few figures have captured the imaginations of readers and audiences on either side of Eurasia as Robin Hood's band of merry men in Sherwood Forest and Song Jiang's band of brothers in their marshy Liangshan lair. We use the 16th-century Robin Hood and 'Water Margin' tales to explore the values embodied by the outlaw heroes of China and England, to compare the societies that produced and revered them, and to sample the afterlives of the tales in Anglophone and East Asian popular culture. Our main readings for the course include the complete English translation of Water Margin (Shuihu zhuan) entitled Outlaws of the Marsh; and S. Knight and T. Ohlgren, Robin Hood and other outlaw tales.

Prerequisite(s): Sophomore standing or higher

### **EALC H273 East Asia's Global Wars: Opium War to Vietnam**

Division: Social Science  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course explores the violent century spanning the Opium War (1839-1842); Japan's wars with Korea, Russia, and China (1894-1930s); America's entanglement with China and Japan in WW II; and the continued East Asian wars in Korea (1950-1953) and Vietnam (1945-1975). Crosslisted: History, East Asian Languages and Cultures Prerequisite(s): Sophomore standing or higher

### **EALC H335 Japanese Modernism across Media**

Division: Humanities

This curatorial seminar examines the technological shifts and cultural transformations that have shaped Japanese artistic production and practice from the early 20th-century through the present day. Readings from pre-modern through contemporary sources, film screenings, and museum field trips, will be included. Prerequisite: Sophomore standing or higher. Enrollment limited to 15 students.

### **EALC H347 Topics in East Asian History: WWII in East Asia ca, 1900-1950**

Division: Social Science  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Crosslisted: History, East Asian Languages & Cultures Prerequisite(s): Sophomore standing and above or instructor consent.

### **EALC H370 Advanced Topics in Buddhist Studies: Pure Land Buddhism in the East**

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Advanced course on a topic chosen annually by instructor. The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history

of Buddhism. The 2017-2018 iteration will focus on Pure Land Buddhism, and especially on visual culture and iconology. Prerequisite(s): EALC 201 or instructor consent

### **EALC H398 Senior Seminar**

Division: Humanities

A semester-long research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

## **Chinese Courses at Haverford**

### **CNSE H003 Second Year Chinese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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. Requires attendance at class and drills.

Prerequisite(s): First-year Chinese or a passing score on the Placement Exam or instructor consent

### **CNSE H004 Second Year Chinese**

Division: Humanities

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite(s): First-year Chinese or a passing score on the Placement Exam. Attendance required at class and drills. Prerequisite(s): CNSE 003

### **CNSE H007 First-year Chinese Non-Intensive**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second-year Chinese. It is a year-long course that covers the same lessons as the intensive First-year Chinese, but the class meets only three hours a week. Students must place into Chinese 007 through the Chinese Language Placement exam.

### **CNSE H008 Second Year Chinese (Non-Intensive)**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: CNSE B007

### **CNSE H101 Third-year Chinese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### **CNSE H102 Third-year Chinese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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: First Sem of 3rd Yr. Chinese or consent

### **CNSE H201 Advanced Chinese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The courses in the "Advanced Chinese" series are the culmination of language training in the Bi-College Chinese program. Students can repeat such courses in the series with different topics. This semester the topic is the role language, language use, and language policies play in contemporary China. Students will enhance their Chinese proficiency in listening, speaking, reading, writing, and translation through intensive language practice. Prerequisite(s): Third-year Chinese or instructor consent

### **CNSE H202 Advanced Chinese: Chinese Films and Culture**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The courses in the "Advanced Chinese" series are the culmination of language training in the Bi-college Chinese program. Students can repeat such courses in the series with different topics. This semester the topic is the Southern & Northern Dynasties, which were part of a long period of disunity in Chinese history. We will focus on how this period led to a grand amalgamation of ethnic groups and cultures through selected stories. Students will enhance their Chinese proficiency in listening, speaking, reading, writing, and translation through intensive language practice. Prerequisite(s): CNSE 201 or instructor consent

### **CNSE H480 Independent Study**

### **CNSE HDRI Chinese Department Drill Sessions**

Drill sessions offered at Haverford for Bryn Mawr courses

## **Japanese Courses**

### **JNSE H001 First-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 12:30-1:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts.

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This is a year-long course; both semesters (001 and 002) are required for credit.

### **JNSE H002 First-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 11:30-12:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. This is a year-long course; both semesters (001 and 002) are required for credit.

### **JNSE H003 Second-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTh 10:00-11:00 slot or TTh 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both semesters.) Prerequisite(s): First-year Japanese or equivalent or instructor consent

### **JNSE H004 Second-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTh 10:00-11:00 slot or TTh 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both semesters.) Prerequisite(s): JNSE 003 or equivalent or instructor consent

### **JNSE H101 Third-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

A continuation of language study with further development of oral proficiency and reading/ writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 004 or equivalent or instructor consent

### **JNSE H102 Third-year Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

A continuation of language study with further development of oral proficiency and reading/ writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 101 or equivalent or instructor consent

### **JNSE H201 Advanced Japanese: Discerning Hidden Meanings in Japanese Media**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or equivalent or instructor consent

### **JNSE H201B Advanced Japanese**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or equivalent or instructor consent

### **JNSE H480 Independent Study**

Independent Study

## ECONOMICS

Students may complete a major or minor in Economics.

### Faculty

Sebastian Anti, Lecturer in Economics

Janet Ceglowski, Professor of Economics on the Harvey Wexler Chair of Economics

Margaret Clarke, Lecturer in Economics

Timothy Lambie-Hanson, Visiting Assistant Professor

Andrew Nutting, Associate Professor of Economics (on leave semester I)

Michael Rock, Samuel and Etta Wexler Professor of Economic History

The economics curriculum provides students with a strong grounding in economic theory and methods through the core courses, and allows them to tailor their major to their specific interests in advanced theory and/or field courses. It emphasizes analytical rigor, the use and interpretation of statistical and empirical evidence, and original, independent research. The curriculum helps students master the methods used by economists to analyze economic issues and assess alternative economic arguments and policies.

### Major Requirements

The economics major consists of 10 semester courses in economics and one semester of college-level calculus. The required courses for the economics major are:

- ECON B105 Introduction to Economics
- ECON B200 Intermediate Microeconomics
- ECON B202 Intermediate Macroeconomics
- ECON B253 Introduction to Econometrics
- Two 300-level electives for which ECON B200 or B202 is a prerequisite, at least one of which is a Writing Intensive 300-level economics elective
- Three additional 200- and/or 300-level economics electives
- A research seminar in economics (ECON B390-399) that fulfills the thesis requirement. Each seminar focuses on a specific field in economics and requires that a student has successfully completed prior coursework in that field. For example, ECON B316 or B348 is a prerequisite for ECON B396. In exceptional cases, ECON B403 Independent Research may be substituted for this requirement; this requires preapproval of the instructor and the department chair.
- A minimum of one semester of college-level calculus (or its equivalent)

Students who earn a grade below 2.7 in ECON B105 are advised not to major in Economics.

Majors are advised to complete ECON B200, B202, and B253 during sophomore year. They must be completed by the end of junior year or before any study away.

Majors should complete a Writing Intensive economics course before taking a research seminar.

### Minor Requirements

The minor in economics consists of 6 semester courses in economics and one semester of college-level calculus. The required courses for the economics minor are:

- ECON B105 Introduction to Economics
- ECON B200 Intermediate Microeconomics or B202 Intermediate Macroeconomics
- ECON B253 Introduction to Econometrics
- Three electives, one of which must have ECON B200 or B202 as a prerequisite
- A minimum of one semester of college-level calculus (or its equivalent)

A minor plan must be approved before the start of the senior year.

#### More Important Information for Majors and Minors

Students with questions about the Economics major or minor are encouraged to meet with an Economics faculty member.

- Because ECON B200, B202 and B253 have a 200-level economics elective as a prerequisite, prospective majors should try to enroll in a 200-level economics elective the semester after completing ECON B105.
- Bryn Mawr majors or minors should take the core (ECON B200, B202, and B253) at Bryn Mawr. When necessary, the following substitutions can be made:
- Majors may substitute Haverford's three-course theory sequence (ECON H201 Analytical Methods for Economics, H300 Intermediate Microeconomics, and H302 Intermediate Macroeconomics) for Bryn Mawr's two-course theory sequence (ECON B200 Intermediate Microeconomics and B202 Intermediate Macroeconomics). Minors may substitute ECON H201 and either ECON H300 or H302 for ECON B200 or B202. If a student takes ECON H201, the course counts towards the major requirements at Bryn Mawr only if the student also takes ECON H300 and H302; it counts toward the minor requirements at Bryn Mawr only if the student also takes ECON H300 or H302.
- Students may substitute Haverford's ECON H203 Statistical Methods in Economics or ECON H204 Economic Statistics with Calculus for ECON B253 Introduction to Econometrics as a major requirement at Bryn Mawr only if they also take ECON 304 Econometrics as an elective. Because most of our 300-level electives require ECON B253 or ECON 304, majors and minors should take ECON B253 unless they are confident they will be able to complete ECON 304 before taking one of those other 300-level courses.
- Accounting-related courses at Haverford (ECON H247 Financial and Managerial Accounting) and Swarthmore (ECON SW033 Financial Accounting) do not count toward the Bryn Mawr economics major or minor.
- If a student has taken ECON 105 or H104/6, they cannot take another introductory course elsewhere for credit.
- No more than two courses that do not have Econ 105 as a prerequisite can be counted toward an economics major or minor at Bryn Mawr.

### Honors

An economics major with a minimum GPA of 3.70 in economics,

## ECONOMICS

including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

### Advanced Placement

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of ten and six courses in economics, respectively. Students qualifying for advanced placement should see the department chair to confirm the waiver, plan their course work in economics and receive a permission number to enroll in the elective that will substitute for Econ 105.

### Study Away and Transfer Credits

Planning ahead is the key to successfully balancing a semester or year away with the economics major. Students planning a semester or year away must complete the statistical methods and intermediate theory courses (ECON B200, B202 and B253) before going away and must consult with the department chair well before the application deadline for study away. If a student wants a particular course to count toward the economics major or minor, the student must obtain approval from the department chair before confirming registration at the host institution.

### Courses

#### ECON B105 Introduction to Economics

Fall 2020, Spring 2021

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. Prerequisites: Quantitative Readiness Required.

Quantitative Readiness Required (QR)

#### ECON B200 Intermediate Microeconomics

Spring 2021

Systematic development of the analytical framework economists use to explain the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisite: ECON B105, MATH B101 (or equivalent), one 200-level economics elective. ECON H201 does not count as an elective.

#### ECON B202 Intermediate Macroeconomics

Fall 2020

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government stabilization policies. Models of output, inflation, unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic effects of fiscal and monetary policies and to explore current macroeconomic issues and problems. Prerequisites: ECON 105, MATH B101

(or equivalent), and one 200-level Economics elective. ECON H201 does not count as an elective.

#### ECON B205 Financial Economics

Fall 2020

The class covers the economics of how people working in financial markets and intermediaries solve problems associated with: 1) fund raising and 2) risk management. The course covers the emergence of financial markets in history to understand the current financial system, the economics of intertemporal choice, the measurement and management of risk in asset allocation, the capital asset pricing model, the arbitrage pricing theory, derivatives, the economics of banking, capital structure and closes with historical perspectives on financial market crises. Prerequisites: ECON B105

Quantitative Methods (QM)

#### ECON B207 Money and Banking

Not offered 2020-21

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets, and financial intermediaries. May not be taken by students who have completed ECON 307. Prerequisites: ECON 105.

#### ECON B208 Labor Economics

Not offered 2020-21

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

#### ECON B213 Taming the Modern Corporation

Not offered 2020-21

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution, and truth in advertising. Prerequisite: ECON B105.

#### ECON B214 Public Finance

Not offered 2020-21

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Counts toward Health Studies

#### ECON B225 Economic Development

Spring 2021

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster



than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Counts toward Environmental Studies  
Counts toward International Studies

### **ECON B234 Environmental Economics**

Not offered 2020-21

Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105.

Counts toward Environmental Studies

### **ECON B236 Introduction to International Economics**

Spring 2021

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, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts toward International Studies

### **ECON B242 Economics of Local Environmental Programs**

Not offered 2020-21

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.

Counts toward Environmental Studies  
Counts toward Praxis Program

### **ECON B253 Introduction to Econometrics**

Spring 2021

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Quantitative Methods (QM)

### **ECON B255 Economic Crises and the Policy Response**

Fall 2020

Analysis of macroeconomic and financial crises and the effectiveness of alternative policy responses through different perspectives including economic history and recent developments in macroeconomic theory. May not be taken by students who have completed ECON H307.

Quantitative Readiness Required (QR)

### **ECON B304 Econometrics**

Spring 2021

The econometric theory presented in ECON 253 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON B253 or ECON H203 or ECON H204 or ECON B200 or ECON B202 and MATH B201 or permission of instructor.

### **ECON B313 Industrial Organization and Public Policy**

Fall 2020

The study of the interaction of buyers, sellers and government in imperfectly competitive markets. Topics include the theory of the firm, monopoly behavior, oligopoly, collusion, and adverse selection. Prerequisites: ECON 200 and ECON B253 or 304.

### **ECON B314 The Economics of Social Policy**

Not offered 2020-21

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.

### **ECON B316 International Macroeconomics**

Fall 2020

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the role of international factors in macroeconomic performance; policy-making in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Writing Intensive. Prerequisite: ECON B202 and ECON 253 or 304.

### **ECON B324 The Economics of Discrimination and Inequality**

Not offered 2020-21

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class.

## ECONOMICS / EDUCATION PROGRAM

Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Counts toward Gender and Sexuality Studies

### **ECON B335 East Asian Development**

Not offered 2020-21

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (China, South Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia, Singapore, Thailand and Vietnam) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Evaluates the impact of democratization in several of these polities on both the core development model identified as well as on development performance. Prerequisite: ECON 225; ECON 200 or 202; and ECON 253 or 304; or permission of instructor.

### **ECON B385 Democracy and Development**

Fall 2020

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Counts toward International Studies

Counts toward Peace, Justice and Human Rights

### **ECON B393 Research Seminar in Industrial and Environmental Regulation**

Not offered 2020-21

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics include the interaction of buyers, sellers, and government in imperfectly competitive markets: the causes and responses to environmental and natural resources degradation. Prerequisite: ECON B200; B253 or B304; B234, B242 or B313 required.

### **ECON B394 Research Seminar: Labor Economics**

Spring 2021

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in discrimination, unionization, human capital, migration, labor supply, labor demand, and employment/unemployment are appropriate. Prerequisites: ECON 200; ECON 208 or 324; ECON 253 or 304.

Quantitative Readiness Required (QR)

### **ECON B395 Research Seminar in Economic Development**

Fall 2020

Thesis seminar. Each student is expected to engage in a semester long research project on a relevant topic in economic development. The major work product for the seminar is a senior research paper of refereed journal article length. Students are expected to participate in all group meetings and all one-on-one meetings with the professor. This course is only open to economics majors writing a senior thesis in economic development. Prerequisites: ECON 225 or ECON H240 and ECON B200 or B202; and ECON 253 OR 304.

### **ECON B396 Research Seminar: International Economics**

Spring 2021

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in international trade or trade policy, international finance, international macroeconomics, and international economic integration are appropriate. Prerequisites: ECON 316 and 202 or ECON 348 and 200; ECON 253 or 304.

### **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.

## EDUCATION PROGRAM,

Students may complete a minor in education, in which there are two tracks: the minor in educational studies and the minor in education leading to secondary teacher certification. Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

### Faculty

Alison Cook-Sather, Mary Katharine Woodworth Professor of Education and Director, Peace, Conflict and Social Justice concentration and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges

Debbie Flaks, Instructor in the Bryn Mawr/Haverford Education Program

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Associate Dean for Global Engagement (on leave semester I)

Chanelle Wilson, Assistant Professor of Education

Kelly Zuckerman, Lecturer

The field of education is about teaching people how to teach and more. The Bryn Mawr/Haverford Education Program is built around four mutually-informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as reflective facilitators, learners, researchers and change agents.

#### Courses in the Education Program address students interested in:

- The theory, process and transformation of education
- Social justice, activism and working within and against systems as engaged learners
- Future work as educators in schools, public or mental health, community, or other settings
- Examining and reclaiming their own learning and educational goals
- Integrating experiential and academic learning

Each education course includes a field component through which instructors seek to integrate theory and practice, asking students to bridge academic and experiential knowledge in the classroom and beyond it. Field placements in schools and other educational settings range from two hours per week in the introductory course to full-time student teaching in the certification program.

#### The Bi-College Education Program offers several options. Students may:

- Explore one or more aspects of education in areas of particular interest – such as urban education – by enrolling in single courses
- Pursue a minor in educational studies
- Pursue a minor in education leading to secondary teacher certification
- Complete the secondary teacher certification program after

they graduate through the Post-baccalaureate Teacher Education Program

or

- In a five-year program, complete both the A.B./M.A. program in French, mathematics, physics, or possibly other departments that offer the AB/MA option and the secondary teaching certification program.

Students in the tri-college community may also apply to sub-matriculate as juniors or seniors into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program.

The requirements for the minor in education and teacher certification are described below. Students interested in these options, or the other options named above, should meet with the Education Program Adviser as early as possible for advice on scheduling, preferably by the sophomore year.

### Requirements for the Minor

The Bi-College minor in educational studies is an interdisciplinary exploration of the cultural, political, developmental, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as graduate study in education, pursuit of elementary or secondary certification after graduation, or a host of activities that require educational expertise. Many professions and pursuits – management and training positions, research, administration and policy work, and careers in social work, health and law -- involve using an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate to their major area of study and their anticipated futures.

#### Requirements for the minor in educational studies include:

- EDUC 200 Community Learning Collaborative
- Four education courses. At least two must be offered by Education Program or affiliated faculty (A. Cook-Sather/V. Donnay/D. Flaks/A. Lesnick/C. Wilson/K. Zuckerman). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away).
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWKB676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUCB295 (Advocating Diversity in Higher Education).

### Requirements for Secondary Certification

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

## EDUCATION PROGRAM

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, psychology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 Community Learning Collaborative: Practicing Partnership
- PSYC 203 Educational Psychology
- EDUC 210 Perspectives on Special Education
- EDUC 275 Emergent Multilingual Learners in U.S. Schools
- EDUC 301 Curriculum and Pedagogy Seminar (fall semester, prior to student teaching)
- EDUC 302 Practice Teaching Seminar and EDUC 303 Practice Teaching. These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Community Learning Collaborative) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

**Note:** Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

## Title II Reporting

Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from the Education Department at (610) 526-5010.

## Courses

### **EDUC B200 Community Learning Collaborative: Practicing Partnership**

Spring 2021

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is open to students exploring an interest in educational practice, theory, research, and policy. The course asks how myriad people, groups, and fields have defined

the purpose of education, and considers the implications of conflicting definitions for generating new, more just, and more inclusive modes of "doing school". In collaboration with practicing educators, students learn practical and philosophical approaches to experiential, community-engaged learning across individual relationships and organizational contexts. Fieldwork in an area school or organization required

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Child and Family Studies

### **EDUC B210 Perspectives on Special Education**

Fall 2020

The goal of this course is to introduce students to a range of topics, challenges and dilemmas that all teachers need to consider. Students will explore pedagogical strategies and tools that empower all learners on the neurological spectrum. Some of the topics covered in the course include how the brain learns, how past learning experiences impact teaching, how education and civil rights law impacts access to services, and how to create an inclusive classroom environment that welcomes and affirms all learners. The field of special education is vast and complex. Therefore, the course is designed as an introduction to the most pertinent issues, and as a launch pad for further exploration. Weekly fieldwork required.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Praxis Program

### **EDUC B220 Changing Pedagogies in Mathematics and Science**

Not offered 2020-21

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom.

Cross-Cultural Analysis (CC)  
Counts toward Praxis Program

### **EDUC B240 Qualitative Research**

Spring 2021

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly.

Cross-Cultural Analysis (CC)

### **EDUC B260 Reconceptualizing Power in Education**

Not offered 2020-21

The systematic critical exploration of the influence of power in education requires attention and re-conceptualization; this

course investigates the following question: how can power be redistributed to ensure equitable educational outcomes? We will examine the production of transformative knowledge, arguing the necessity for including creativity and multi-disciplinary collaboration in contemporary societies. Supporting students' pursuit of a politics of resistance, subversion, and transformation will allow for the rethinking of traditional education. We will also center the intersections between race, class, gender, sexuality, language, religion, citizenship status, and geographic region, assessing their impact on teaching and learning. Weekly fieldwork required.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Praxis Program

### **EDUC B266 Critical Issues in Urban Education**

Spring 2021

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. Weekly fieldwork in a school required.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Child and Family Studies  
Counts toward Praxis Program

### **EDUC B282 Abolitionist Teaching for Education Revolution**

Fall 2020

This course will focus on the development of a critical consciousness, utilizing abolitionist teaching pedagogy and culturally responsive pedagogy, as tools for social transformation and resistance. Postcolonial Theory and Critical Race Theory will be utilized as lenses for understanding the impact of white supremacy in deeply rooted institutions. Formal schooling is often perceived as a positive vestige of colonization, yet traditional practices often continue a legacy of oppression, in different forms. Postcolonial Theory provides a variety of methodological tools for the analysis of education and culture that are especially relevant in the age of globalization, necessitating the reconceptualization of citizenship. Critical Race Theory offers a set of tenets that can be used to contextualize subjugation and implement practices that amplify the voices of the marginalized. Afro-centrism and Critical Black Feminism inform a revolutionized education, which can, and should, support students' pursuit of a politics of resistance, subversion, and transformation. Students will engage with novels, documentaries, historical texts, and scholarly documents to explore US education as a case study. Experiential trips to Afrocentric and non-traditional educational spaces add depth to our work. In this course, we will consider the productive tensions between an explicit commitment to ideas of emancipation and progress, and the postcolonial concepts and paradigms which impact what is created in the achievement of education revolution.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

### **EDUC B290 Learning in Institutional Spaces**

Not offered 2020-21

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of "voice"--speaking out, expressing, engaging in dialogue--in teaching and learning: In what ways can "voice" instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward Praxis Program

### **EDUC B295 Advocating Diversity in Higher Education**

Spring 2021

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

Cross-Cultural Analysis (CC)

### **EDUC B302 Practice Teaching Seminar**

Not offered 2020-21

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts toward Child and Family Studies

### **EDUC B303 Practice Teaching in Secondary Schools**

Spring 2021

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.

### **EDUC B403 Supervised Work**

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

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical

## EDUCATION PROGRAM / ENGLISH

understanding gained through classroom study to work done in the broader community.

Counts toward Praxis Program

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

Not offered 2020-21

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories and practices. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching, and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater and towards a major or minor in Education.

Counts toward Counts toward Praxis Program

### **ENGL B220 Writing in Theory/Writing in Practice**

Not offered 2020-21

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on current theories of rhetoric and composition, theories of writing and learning, writing pedagogy, and literacy issues. Students will get hands-on experience with curriculum design and lesson planning, strategies for classroom teaching and individual instruction, and will develop digital projects related to multilingual writing and plagiarism. The Praxis components of the course are primarily project-based, but we may also make one or two group visits to local sites where writing is taught.

Critical Interpretation (CI)

Counts toward Counts toward Praxis Program

### **POLS B374 Education Politics & Policy in the US**

Not offered 2020-21

Studying education politics and policy provides insights into some central concerns of political science and highlights some tensions within the American political system such as: power & influence, government v markets, federalism, equity & accountability, and expertise & citizen participation. This seminar uses education politics as a window into these broader concerns.

Counts toward Counts toward Child and Family Studies

## ENGLISH

### Faculty

Linda-Susan Beard, Associate Professor of English

Sara Bryant, Visiting Assistant Professor

Chloe Flower, Assistant Professor of English

Colby Gordon, Assistant Professor of English on the Helen Taft Manning Professorship of British History

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

Gail Hemmeter, Senior Lecturer in English and Director of Writing

Mariah Min, Instructor

Bethany Schneider, Associate Professor of English

Mecca Sullivan, Assistant Professor of English (on leave semesters I & II)

Jamie Taylor, Chair and Associate Professor of English (on leave semesters I & II)

Kate Thomas, K. Laurence Stapleton Professor of English

Michael Tratner, Mary E. Garrett Alumnae Professor of English

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The English Department offers a wide range of courses in British, American, and Anglophone literatures, from medieval romance to contemporary novels and film. Students develop their own paths through the major, experimenting with historical periods, genres, and forms while also developing expertise in specific areas.

The department stresses critical thinking, incisive writing and speaking, and a sense of initiative and responsibility for the enterprise of interpretation. With their advisers, English majors design a program of study that deepens their understanding of diverse genres, textual traditions, and periods. We encourage students to explore the history of cultural production and reception and also to question the presuppositions of literary study. The major culminates in an independently written essay of 30-40 pages, developed during a senior research seminar in the fall semester and individually mentored by a faculty member in the spring. Students are expected to take at least two English courses at Bryn Mawr before signing up for the major or minor.

### Summary of the Major

The major requires a total of eleven courses. Three courses are required: 250, 398 and 399. Of the other 8 courses, at least three must be at the 300 level (exclusive of 398 and 399). All 300 level courses must be taken at BMC or HC. 250 must be taken before the senior year. One 100 level class may be taken as a first year or sophomore, and only one may be taken. Note: One 200 level Creative Writing course can count towards the major.

- ENGL B250 Methods of Literary Study, (must be taken before the senior year. Prerequisite: at least one 200 level course)
- ENGL B398 Senior Seminar (offered Mondays in the fall, 2:30-4pm)

- ENGL B399 Senior Essay (taken in the spring, with an individual adviser)

## Summary of the Minor

Students must declare their minor by the end of their junior year.

- Five English courses (at least one at the 300 level). 300 levels must be taken at BMC or HC. One 200 level Creative Writing course may count towards the minor.
- ENGL B250 Methods of Literary Study (must be taken before the senior year. Prerequisite: one or preferably two 200-level English courses)

## Writing Requirement

By the end of their junior year, English majors must satisfy the College's Writing Intensive Requirement. English 250 is the department's WI course.

## Minor in Film Studies

There is no limit to the number of courses in film studies that may count toward the English major, except for a student majoring in English who is also seeking to declare a minor in film studies. In that case two (and only two) of the courses that comprise the six-course film studies minor may also count towards the eleven-course English major. The minimum number of courses required to complete an English major and a minor in film studies is thus fifteen courses.

## Concentration in Creative Writing

Students may elect a concentration in creative writing. Three courses in your English major may be CW courses, one of them at the 300 level. You must still take English 250 and 398 and 399. Students enrolling in this concentration must seek the approval of their major adviser in English and of the director of the Creative Writing Program; they must enroll in the concentration before the end of their sophomore year.

## Other Concentrations

The Department of English contributes courses toward minors in Africana Studies, in Environmental Studies, and in the Program in Gender and Sexuality.

## Students Going Abroad

Students should complete both English 250 and one 300-level course before leaving for a semester or year abroad. Up to two courses from study abroad may count toward the English major, provided they get departmental approval. Send your request, and full syllabuses of the courses you took/will take, to the department chair.

## English Majors and the Education Certification Program

English majors planning to complete an education certification in their senior year should file a work plan with the chairs of the Education and English Departments no later than December 1 of their junior year. English majors on this path will follow an accelerated writing schedule in their senior year.

## Extended Research

Some students seek a longer horizon and a chance to dig deeper into their research interests. Rising juniors and seniors in English frequently apply for fellowship support from the Hanna Holborn Gray program, to pursue original research over the summer or through the year. The projects may be stand-alone or may lead to a senior essay. In either case, students work closely with faculty advisers to define the goals, methods, and potential outcomes of their research

## Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

## Courses

### ENGL B103 American Futures: Literatures of New World Fantasy

Not offered 2020-21

This 100-level seminar for freshmen and sophomores offers a taste of the reading and writing practices of the English major. It is not required for the major, but counts. Freshmen and sophomores may take only one 100-level course. In this course we will take a trans-historical look at American fantasies about the Beginning with Columbus' letters to the Queen of Spain, we will move through the Salem Witch trials and fears of devilish possession, Indian Captivity narratives and the Western, the Ghost Dance religion, free-love, feminist, black and socialist utopian movements, space-exploration fantasies, and end with close attention to the emergent literary genres of Afro- and Native-futurism. We will practice close reading and the writing and discussion skills necessary to an English major, through engagement with how questions of race and colonialism have driven American future-fantasies from first contact to Star Trek and beyond.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### ENGL B104 The Global Short Story

Fall 2020

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

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

### ENGL B106 Romance to Bromance

Not offered 2020-21

This course examines the ongoing popularity of romance, examining the genre from the Middle Ages to contemporary

## ENGLISH

romantic comedies. In doing so, we will pay particular attention to the gender politics romance produces, supports, and challenges, exploring how various historical moments and media conceptualize love, desire, sex, and marriage. Texts will include Chaucer's *Troilus and Criseyde*, Marlowe's *Hero and Leander*, Richard Hurd's eighteenth-century *Letters on Chivalry and Romance*, and nineteenth-century bodice rippers. We will also discuss the ongoing publication of Harlequin romances, the popularity of romantic comedy in film (from the 1930s to now) as well as the reimagining of romance tropes and male intimacy in films like *Brokeback Mountain* and buddy comedies.

Critical Interpretation (CI)

### **ENGL B107 Staging American Families**

Not offered 2020-21

This 100-level seminar for freshmen and sophomores offers a taste of the reading and writing practices of the English major. It is not required for the major, but counts toward it. Freshmen and sophomores may take only one 100-level course. Modern and contemporary American drama often takes as its focus the family in its various iterations: nuclear families; lost families; imagined families; explosive marriages; rebel children; siblings in conflict. This course will focus on dramatizations of the family in 20th- and 21st-century American plays. We will explore how staged family dynamics are shaped by performances of gender, class and race. The course offers opportunities to develop abilities that contribute to success in the English major: close reading, active discussion, critical writing.

Critical Interpretation (CI)

### **ENGL B201 Chaucer: Canterbury Tales**

Not offered 2020-21

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.

Critical Interpretation (CI)

### **ENGL B202 Understanding Poetry**

Not offered 2020-21

This course is for students who wish to develop their skills in reading and writing about poetry. It will provide grounding in traditional prosody (i.e., in reading accentual, syllabic, and accentual-syllabic verse), as well as tactics for reading and understanding the breath-based or image-based prosody of free verse. This is not a chronological survey of English poetry, but the syllabus has been put together with an eye to sampling the riches of the English poetic tradition and calling attention to some of its most important moments. The goal of the course is for you to become capable readers, interpreters and critics of poetry in a wide variety of voices and styles. There are no pre-requisites—except an interest in poetry! You will be expected to attend class regularly, come prepared, and participate actively in class discussions and activities. Papers will be short, but will add up to about twenty-five pages of critical writing over the course of the semester. There will also be one or two creative assignments, and a short in-class presentation of your “favorite poem.”

Critical Interpretation (CI)

### **ENGL B204 Literatures of American Expansion**

Spring 2021

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.

Critical Interpretation (CI)

Counts toward Environmental Studies

### **ENGL B205 Introduction to Film**

Spring 2021

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.

Critical Interpretation (CI)

Counts toward Film Studies

Counts toward Visual Studies

### **ENGL B210 Renaissance Literature: Performances of Gender**

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **ENGL B212 Renaissance Erotic Poetry**

Not offered 2020-21

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies



**ENGL B214 Refuse and Refusal in Victorian Literature**

Not offered 2020-21

The florid wealth of Britain in the nineteenth century was fed by income from slave trade, industrial exploitation, and imperial expansion. It was also an era that was horrified by its own growth; abolitionism, the women's suffrage movement, the arts and crafts movement, the inception of the welfare state were all nineteenth century protests against the waste of human life and spirit. The noun "refuse" finds etymological root in the concept of that which is "despised, rejected . . . outcast." This course will touch down on key events, debates and literatures that brought the figures of the outcast and the resister into sharp relief.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**ENGL B215 Early Modern Crime Narratives: Vice, Villains, and Law**

Spring 2021

This course taps into our continuing collective obsession with criminality, unpacking the complicated web of feelings attached to crime and punishment through early modern literary treatments of villains, scoundrels, predators, pimps, witches, king-killers, poisoners, mobs, and adulterers. By reading literary accounts of vice alongside contemporary and historical theories of criminal justice, we will chart the deep history of criminology and track competing ideas about punishment and the criminal mind. This course pays particular attention the ways that people in this historical moment mapped criminality onto dynamics of gender, race, sexuality, disability, religion, and mental illness according to cultural conventions very different from our own. Authors may include Shakespeare, Marlowe, Massinger, Middleton, Dekker, Webster, and Behn.

Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

**ENGL B216 Narrativity and Hip Hop**

Not offered 2020-21

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip-hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists' narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia's vibrant hip-hop and literature scene. For additional information see the program's website <https://www.brynmawr.edu/philly-program>

Critical Interpretation (CI)  
Counts toward Africana Studies

**ENGL B217 Narratives of Latinidad**

Spring 2021

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

**ENGL B220 Writing in Theory/Writing in Practice**

Not offered 2020-21

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on current theories of rhetoric and composition, theories of writing and learning, writing pedagogy, and literacy issues. Students will get hands-on experience with curriculum design and lesson planning, strategies for classroom teaching and individual instruction, and will develop digital projects related to multilingual writing and plagiarism. The Praxis components of the course are primarily project-based, but we may also make one or two group visits to local sites where writing is taught.

Critical Interpretation (CI)  
Counts toward Praxis Program

**ENGL B222 "Afro-Futurism"**

Not offered 2020-21

The study of "Afro-Futurism" is the cultural, artistic, and political exploration of African and diasporan visions and critiques of the past, present and future. It presents worlds inflected by the ancient conjurations of African forebears, chattel slaves, and free African Americans from the 19th to the 21st century. The supranatural worlds of Afro-Futurism brings into sharp focus the laws of both nature and society. It has given birth to a revision of the science fiction and fantasy genres by writers such as Nnedi Okorafor, Octavia Butler, Nalo Hopkinson, Tomi Adeyeni, and Deji Bryce Olukotun. Prerequisites: Contemporary enrollment in or completion of the Emily Balch Seminar, its Haverford equivalent, or College permission to bypass either.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

**ENGL B225 Contemporary Life Writing: Form and Theory**

Not offered 2020-21

In this course, we will explore contemporary forms of life writing. The term "writing" will be used flexibly to encompass self-representation in visual forms (including comics, photography, and video). We will begin by considering myth and archives in Alison Bechdel's *Fun Home* and Theresa Hak Kyung Cha's *Dictée*; our next unit will address how life writing represents the lives of others. The last half of the course focuses on the genre of autotheory, or life writing that has

## ENGLISH

become a form of theorizing (about gender, sexuality, race, and biopolitics, among other topics) in its own right.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **ENGL B226 Postmodernism**

Spring 2021

To be modern is to be new; to be post-modern is then to be “after the new,” in other words to exist after everything new has already been done. What does it mean for authors, filmmakers and artists to feel that all their works and all the people represented in them are not original, but are rather entirely copies or simulations? This strange belief emerged in the 1970s, and this course will examine the way it has led to some intriguing works of literature, film and art. Starting with Andy Warhol’s versions of Campbell’s soup cans and Jeffrey Koons’ balloon sculptures, we will move to movies such as Spike Jonze’s *Being John Malkovich* and *The Wachowski Brothers’ The Matrix*, and finally to books about people whose personalities and even their bodies seem to be composed of images and texts from past eras—Salvador Plascencia’s *The People of Paper*; Arundhati Roy’s *The God of Small Things*, and Jorge Borges’ *Labyrinths*. To help us understand these works, we will use three main critical theorists: Jean Baudrillard, Fredric Jameson and Linda Hutcheon.

Critical Interpretation (CI)

### **ENGL B227 Writing Love in the African Diaspora**

Not offered 2020-21

This course explores how various forms of love are imagined in contemporary writing of the African Diaspora. From parent-child affections, to romance and marriage, to the closeness between friends, “love” is a central theme in literature and a crucial part of how we define humanity. Focusing on contemporary texts such as Justin Torres’s *We the Animals*, Mariama Bâ’s *So Long a Letter*, Ama Ata Aidoo’s *Our Sister Killjoy*, Dee Rees’s *Pariah*, Toni Morrison’s *Love*, and the works of poets and lyricists including Yusef Komunyakaa, Warsan Shire, Messy Maya, and Cardi B, we will consider how various forms of intimacy are written and read in the African Diaspora. We will read these works alongside key short works from earlier moments in Afrodiasporic literature, as well as theoretical and critical texts in Diaspora feminism, sexuality studies, affect theory, and queer theory to consider several questions: What do literary love relationships reveal about cultural notions of gender, sexuality, class, (dis)ability, embodiment and spirituality? How are intimacy and human connection evoked differently through magic realism, experimentalism, and other Diasporic poetic and aesthetic techniques? What forms and media do black artists use to evoke the love of place, nation and home? What visions of love do these black writers develop, and how do such visions impact how freedom is imagined in Afrodiasporic literature?

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

### **ENGL B229 Movies and Mass Politics**

Not offered 2020-21

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and Communism claimed an inherent relation to the

masses and hence to movies; Hollywood rejected such claims. We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Critical Interpretation (CI)

Counts toward Film Studies

Counts toward Visual Studies

### **ENGL B230 Disabled Women’s Life Writing**

Not offered 2020-21

Drawing on recent “feminist disability studies” scholarship, this course considers what role disability plays in women’s life writing. We will begin by assessing how, historically, women have been represented as disabled—from Aristotle and Freud’s assertion that women were “deformed” versions of men to Edward H. Clarke’s belief that women were not biologically fit to be educated. We’ll ask: how do the genres of memoir, autobiography, or life writing push back against these gender prescriptions and offer new definitions of what it means to be a disabled woman? How do lesbian and trans identities map onto disability experience? And how do these accounts change both before and after the disability rights movement? Possible course texts include: *The Diary of Alice James*, Charlotte Perkins Gilman’s “*The Yellow Wallpaper*,” Helen Keller’s *The Story of My Life*, Katherine Butler Hathaway’s *The Little Locksmith*, Audre Lorde’s *The Cancer Journals*, and Terry Galloway’s *Mean Little deaf Queer*.

Critical Interpretation (CI)

### **ENGL B231 Theorizing Affect, Watching Television**

Not offered 2020-21

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

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

Not offered 2020-21

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

migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B239 African American Poetry**

Not offered 2020-21

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B246 The Global Middle Ages**

Spring 2021

We start with the question: when and where were the Middle Ages, exactly? Perhaps what comes to most people's minds isn't the right answer at all! This course offers students an introduction to the medieval period as a time of active cultural exchange, racial imaginaries, and decentralized globality. We will explore what it means to think about history on a global scale, how to broaden our understanding of the Middle Ages without replicating Eurocentric perspectives, and how literary texts work to mediate history instead of merely reflecting it. Further, we will consider how the definition of the medieval has been politically weaponized in our current moment, and what is at stake in resisting such delimitations. Texts may include the Book of Ahmad Ibn Fadlan, the Romance of the Three Kingdoms, and the King of Tars. No previous experience with medieval literature required.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **ENGL B250 Methods of Literary Study**

Fall 2020, Spring 2021

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. Prerequisite: One English course or permission of instructor. English Majors and Minors must take this class before their senior year. Not appropriate for freshmen.

Course does not meet an Approach

Counts toward Africana Studies

### **ENGL B252 Disability Studies; Disability Stories**

Not offered 2020-21

This course will introduce students to the field of disability studies by examining depictions of disability in literature. We will discuss foundational texts in the field and consider key terms including access, ableism, medicalization, representation, and prosthesis. These critical texts will be read alongside literature, primarily from the Victorian period, that represents blindness, deafness, speech impairments, and other forms of disability. Together we will question the historical construction of disability and various bodily, mental, and communicatory norms. The course will conclude by turning to contemporary memoir and poetry to illuminate the intersections of disability studies with other identity-based fields.

Critical Interpretation (CI)

### **ENGL B254 Female Subjects: American Literature 1750-1900**

Fall 2020

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."

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **ENGL B255 Food and the Transnational City**

Not offered 2020-21

Cities have been crucial sites of cultural innovation, social interaction, and identity formation, often most visibly in food and foodways. Using three cities as case studies--New York, New Orleans, and Los Angeles--"Food and the Transnational City" explores how transnational migration and urbanism have shaped and reshaped eating, shopping, and cooking patterns, and how cities and foodways together reshaped and reflected broader patterns of identity and belonging. How have food and

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foodways been mobilized in constructions of national, regional, ethnic, and racial heritage? How have cooking and eating patterns for various groups been transformed by migration and immigration? How have consumer spaces operated as sites of kinship, community, assimilation, and resistance? Students will draw on theory and historical scholarship to read a wide range of literary and cultural texts, including cookbooks, travel writing, print and television commercials, art and photography, documentaries, and short fiction. NOTE: This course is part of the Foodways and Migration 360, however students who do not wish to enroll in the 360 may also take this class.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **ENGL B261 Colonizing Girlhoods: L.M.Montgomery and Laura Ingalls Wilde**

Fall 2020

This class explores what we can see anew when we juxtapose two iconic figures of North American children's literature: L.M. Montgomery's Anne Shirley and Laura Ingalls Wilder's fictionalized self-portrait, Laura Ingalls. Both characters have risen to mythic proportions in their respective countries, and are powerful signs in an international culture industry. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès calls the "invention of childhood", we will explore the ways in which images of young girls have been deployed as the benign faces of ruthless imperialism, reading through the entirety of each original series. We will track the geographical movement of both heroines, with particular attention to different spatial narratives of nationhood and empire-building, whether manifest destiny in the U.S., or what critic Northrop Frye has termed the "garrison mentality" of Canadian culture. Here we'll be especially attentive to commonalities in how both authors produce class-stratified and racialized notions of girlhood, as well as divergences in how both countries, each still framed to varying degrees as the "infant nation" of Great Britain, yield new and evolving discourses of girlhood.

Critical Interpretation (CI)

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

Section 001 (Fall 2019): Laughin' to Keep from Cryin'

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **ENGL B269 Medieval Bodies**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms "visionary fiction." Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B279 Introduction to African Literature**

Spring 2021

Taking into account the oral, written, aural, and visual forms of African "texts" over several thousand years, this course will explore literary production, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his Burden of History, the Muse of Forgiveness; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi wa Thiong'o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Critical Interpretation (CI)

Counts toward Africana Studies

### **ENGL B281 Rethinking the Golden Age of Children's Literature**

Not offered 2020-21

Scholars often call the period between the 1850s and the 1910s the "Golden Age" of children's literature--an age producing such childhood stalwarts as Little Women, The Secret Garden, Alice's Adventures in Wonderland, and Peter and Wendy. This class will offer an introduction to the critical study of Golden Age children's literature, while also asking that we rethink this age in two principal respects. Making use of the extensive holdings

of the Ellery Yale Wood Collection of children's books, we will begin by questioning how the canon of children's literature came to be formed by studying established "classics" alongside children's books by contemporaneous (though traditionally "adult") writers such as Langston Hughes, Ann Petry, W.E.B. Dubois, and Paul Laurence Dunbar. Moreover, we will examine a recent critical turn in childhood studies that re-evaluates older notions of children's relationships to agency and identity.

Critical Interpretation (CI)

### **ENGL B282 Intro to Queer Studies: Theory, Representation, Community**

Not offered 2020-21

The uncertain, shifting meaning of "queer" provides it with both utility and difficulty: does "queer" designate a type of desire, relation, political orientation, personal identity, or something else entirely? How does this change from the vantage of different historical moments, geographical locations, or individual subjectivities? How does queerness interact with identity categories such as race, gender, class, nationality, disability, and age? This course is an introduction to these questions and to queer studies, a field that destabilizes norms, particularly around gender and sexuality. We will consider how queer scholarship and activism rethinks notions of space, time, community, pop culture, and more. Our discussions will consider the bumpy evolution of queer from an adjective for personal eccentricity in the early twentieth century, to discriminatory slur by mid-century, to radical rallying cry during the HIV/AIDS epidemic, to unstable umbrella term and target for commodification today. We will read formative texts in the history and theory of sexuality, as well as contemporary queer theorists, and consider the institutionalization of a term that critiques that very process. These discussions will be grounded in cultural productions ranging from trans short fiction to Indigiqueer poetry, from gay cruising memoirs to lesbian graphic novels.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **ENGL B283 Transnational Writing**

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

### **ENGL B286 "A Strange, Uncoupled Couple": Whitman and Dickinson**

Not offered 2020-21

This course attends to the two most well-known poets in the nineteenth-century U.S.: Walt Whitman and Emily Dickinson. While both writers have similar investments in the materiality

of texts and in redefining traditional poetic forms, their compositional practices couldn't be more different. Dickinson was a famously private poet, publishing only ten poems in her lifetime (all anonymously, and many against her consent). Whitman was committed to a public persona, intent on evoking national life in his broadly circulated, printed poems. In comparing both poets' representation of gender, sexuality, disability, celebrity, and the individual, this course will more broadly serve as an introduction to American poetry.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **ENGL B289 Topics in the Ellery Yale Wood Collection**

Section 001 (Fall 2019): The Fantastic

Not offered 2020-21

This is a topics course built around current strengths in the Ellery Yale Wood children's book collection of Special Collections. Course content varies from semester to semester.

Critical Interpretation (CI)

### **ENGL B290 Modernisms**

Fall 2020

This course will examine a range of works (novels, poems, paintings, and movies) that have been called "Modernist"--in general, these are works that are plotless, characterless, fragmented, eerie or just plain strange. The central question we will be exploring is, why did artists decide to create such distinctly unrealistic works? The course is organized as an exploration of several different lenses through which to view what was going on in the early twentieth century when modernism emerged; each lens presents a different theory of why new literary forms emerged. The course is organized as an exploration of several different lenses through which to view what was going on in the early twentieth century when modernism emerged; each lens presents a different theory of why new literary forms emerged. Critical Interpretation (CI)

Critical Interpretation (CI)

### **ENGL B291 Networked Selfhood and the Novel**

Not offered 2020-21

In this class, we will read a selection novels from the late-nineteenth century to the present alongside recent scholarship in media theory examining the shifting boundaries between the self and the publics we connect with online today. Our guiding theme will be "networked selfhood." On the one hand, networked selfhood involves conscious acts of authorship. We compose sketches of our lives for classmates, public figures, acquaintances we've met only once. On the other hand, networked selfhood entails a tacit understanding that very different portraits of our lives are being assembled by data brokers, government agencies, and Silicon Valley companies. The novels we read will offer lessons in how personhood can be configured differently. Novels allow the reader to see, for instance, contradictions between the inner and outer person, the character shared with the reader as opposed to the "self" that the character projects to her social world. In addition, we will conduct exercises that allow us to regain a measure of authorship over the portraits of our lives assembled by data brokers. Students will learn tactics for protecting against online harassment and surveillance.

## ENGLISH

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **ENGL B293 Critical Feminist Studies: An Introduction**

Not offered 2020-21

Combines the study of specific literary texts with larger questions about feminist forms of theorizing. Three book length texts will be supplemented by on-line readings. Students will review current scholarship, identify their own stake in the conversation and define a critical question they want to pursue at length.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies**

Not offered 2020-21

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly "modern" environmental concepts like climate change, sustainability, animal rights, and protected land.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Environmental Studies

### **ENGL B302 Moby Dick**

Not offered 2020-21

"It was the whiteness of the whale that above all things appalled me," Ishmael muses as he tries to understand the monomaniacal hunt that drives Captain Ahab and his crew of whalers of every race and creed to their watery doom. Herman Melville's 1851 *Moby Dick* and historical and critical materials surrounding it, will be the entire subject of this course. An allegory of a nation charging toward Civil War, a nation founded on ideals of freedom and equality, but built on capitalist expansion, white supremacy, slavery and genocide, *Moby Dick* is hailed by many (and many who have never read it) as "The Great American Novel." But which America, whose America? Written for the generation that would fight the Civil War, how does this novel continue to describe America, today? By turns comic, tragic, epic, mundane, thuddingly literal and gorgeously spiritual and metaphysical, the novel rewards both intricate close reading and intense historical and critical analysis. We will take up questions of race, gender and sexuality, colonialism, the animal and the human, the oceanic, freedom, individuality, totalitarianism, capitalism, nation and belonging. Students will write a midterm and a final research paper.

### **ENGL B305 Early Modern Trans Studies**

Not offered 2020-21

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites, and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul

Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

Philadelphia, the City of Brotherly Love, a space of religious diversity, the hotbed of the American Revolution, the first large "free" city north of the slave states, a major center of free Black culture. In this course we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of freedom and non-freedom. Beginning with William Penn and the colonial city, moving through the literatures of Revolution and the Civil War, we will conclude with W. E. B. DuBois' *The Philadelphia Negro*. We will take two field trips to the city and students will be expected to pursue city-based research projects.

Counts toward Africana Studies

### **ENGL B308 Islam and Europe in Premodern Literature**

Not offered 2020-21

This course taps into early modern European literature's fascination with Islam as a point of entry into contemporary theoretical debates about religion, secularization, migration, race, and nationalism. We will address topics such as: the Crusades; the fall of Granada; conversion; anti-Semitism and Islamophobia; settler colonialism; blood purity laws; and piracy and privateering. Authors may include Camoes, Tasso, Massinger, Shakespeare, Marlowe, Cervantes, Ercilla, Percy, and de Hita.

### **ENGL B310 Confessional Poetry**

Not offered 2020-21

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness. Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this 'movement' on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **ENGL B314 Troilus and Criseyde**

Not offered 2020-21

Examines Chaucer's magisterial *Troilus and Criseyde*, his epic romance of love, loss, and betrayal. We will supplement sustained analysis of the poem with primary readings on free will and courtly love as well as theoretical readings on gender and sexuality and translation. We will also read Boccaccio's *Il Filostrato*, Robert Henryson's *Testament of Cresseid* and Shakespeare's *Troilus and Cressida*.

Counts toward Gender and Sexuality Studies

### **ENGL B315 Reading Childhood Through the Brontës**

Spring 2021

Recently, the field of childhood studies has seen a move from considering texts about children to an increased focus on

texts authored by children. This theoretical turn complicates longstanding questions relating to the ethics of representing young people, opening up new frameworks for understanding agency and self-fashioning by children. This class will take up these emergent questions via the works of one family. The Brontës' texts offer a remarkable nexus for considering these critical concerns. Novels such as Emily Brontë's *Wuthering Heights* and Charlotte Brontë's *Jane Eyre* offer powerful evocations of the interior lives of children, while Anne Brontë's *Agnes Grey* and *The Tenant of Wildfell Hall* as well as Charlotte's *Villette* are unsparing in their depictions of the labor and pain of childrearing. Yet the family's juvenile productions--minutely scripted in tiny handmade books--are integral to their mythologizing in contemporary British culture. In this class, we will take the Brontë family as a case study in an effort to understand some of the very different ways childhood came to be understood in the nineteenth century. In addition to the novels and mature poetry, we will read substantial pieces of the juvenilia (including work by Branwell Brontë), such as *Tales of Glass Town, Angria, and Gondal*, as well as the *Diary Papers* and assorted letters. We will situate these literary works alongside a range of other textual materials (philanthropic tracts; excerpts from government "Blue Books"; legal and medical writings; newspaper scandal stories; etc.). Moreover, we will consider the place of this family's historical childhood in the flourishing present-day Brontë industry, where visitors to Haworth Parsonage are invited to craft their own "tiny book" before purchasing embroidery kits replicating the sisters' schoolgirl samplers. We will ask: where does juvenilia fit into an author's corpus? How do we in fact distinguish juvenilia from ostensibly mature works, particularly in the case of such a short-lived family? How have narratives about the child geniuses informed interpretations of the women's tales of childhood?

### **ENGL B316 Narrativity and Hip-Hop**

Not offered 2020-21

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from late 1970s to the current moment, reading them alongside short fiction and poetic works by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Junot Diaz, Ivelisse Rodriguez and others, considering how themes of socioeconomic mobility, coming of age, gender performance, and intersectional political engagement, animate artists' narrative and poetic strategies across genre and media.

Counts toward Africana Studies

### **ENGL B317 Materializing Disability: Text and Technology**

Not offered 2020-21

Early disability activists, a group that was composed primarily wheelchair users, named the built environment--including curbs and flights of steps--as the cause of their disablement. People are not inherently disabled, they argued, but inaccessible spaces--or poorly conceived material environments--limit their mobility. Because we will be studying literature, we will turn our attention to the built environment of texts and imagine how the

written word both enables and disables people with disabilities. When disabled people are unable to write or communicate by conventional means, what new writing practices do they imagine? What technologies might they rely on? From braille and talking books to American Sign Language poetry and screen-reader technology, disabled people have adapted texts to suit their needs while challenging what constitutes language. The course begins in the mid nineteenth century when Lennard Davis argues that disability emerges as a key concept in U.S. culture and proceeds through the mid twentieth-century civil rights movement when disabled people began to frame disability as a social identity. The course will travel across book history, technology, editorial theory, poetry, and performance to consider disability as a material and textual phenomenon. (Note: at the end of the term, students will design their own "edition" of a text with accessibility as the guiding force behind its design).

Course does not meet an Approach

### **ENGL B319 U.S. Literary Modernism and Technology**

Not offered 2020-21

The period between 1900 and 1945 is categorized as the heyday of American modernism, an era that occasioned prolific literary production and divisions between "low" and "high" culture. This course is organized around technological developments, which led to authorial experimentations with literary form and an emphasis on subjective experience. Taking seriously William Carlos Williams's assertion that a poem is "a small... machine made out of words," we will explore how literature takes up technology--trains, automobiles, typewriters, phonographs, and radios--as a thematic for exploring human perception and will. Tentative texts include: Hart Crane's *The Bridge*, Ralph Ellison's *Invisible Man*, Henry James's *In the Cage*, F. Scott Fitzgerald's *The Great Gatsby*, and John Dos Passos's *The 42nd Parallel*.

Course does not meet an Approach

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

Not offered 2020-21

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

Counts toward Africana Studies

## ENGLISH

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B321 Metropolitan Forms and Fictions**

Spring 2021

Urban life is a definitive feature of modernity. As people moved from rural areas and from other countries into increasingly large cities, ways of life modernized: how people earned a living, what kinds of communities they formed, the gendered and sexual identities that became newly possible and legible, the spaces people inhabited and how they moved through them. These and other aspects of urban life shaped literary expression. This course will examine modern and contemporary works about metropolitan experience, by writers such as Virginia Woolf, Nella Larsen, Zadie Smith, Tom McCarthy, and Mohsin Hamid. Topics to be explored include flânerie, anonymity, migrations, chance and repetition, and visibility and (dis)connection.

Course does not meet an Approach

### **ENGL B322 Love and Money**

Spring 2021

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.

### **ENGL B324 Topics in Shakespeare:**

Not offered 2020-21

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Counts toward Film Studies

### **ENGL B327 Childhood in Ruins**

Not offered 2020-21

This course will examine twentieth-century children's literature and novels about childhood that consider the varied relationships between childhood and scenes of ruin. We will be exploring ruins both in the context of the built environment—including for instance urban blight, zones of warfare, and sites of colonization—as well as texts that deal with environmental ruin and an increasingly toxic natural landscape. Why do so many authors in the twentieth century choose to explore the thematics of ruin via the tropes of childhood? Moreover, what is the relationship between these landscapes and the embodied experiences of the children that traverse these spaces? We will take as an especial focus the idea of the city as a site of both geographical and individual ruination, using texts set in London and New York City as our case studies. Though we will consider the traditional associations of ruination with catastrophe and decay, we will also explore the ways in which children act as canny navigators of these spaces, actively reclaiming environments framed as irredeemable. Literary texts will be read alongside major theoretical works on spatial theory, urban studies, theories of embodiment, and childhood studies.

### **ENGL B329 Medieval Gender**

Spring 2021

In this course, we will examine the multiplicity of ways that gender is portrayed in the literature of medieval Britain and interlinked cultural regions. How do medieval texts depict gender categories, relations of desire and violence, intersectional subject positions, and anxieties about sex that remain alive today? Instead of cleaving to an oversimplified narrative of progress, in which our modern era has at long last shaken itself free of the repressive bigotry of earlier periods, we will trace the currents of fluidity, peculiarity, and rebellion in early ideas about gender and sexuality. Texts may include the *Roman de Silence*, the *Lais of Marie de France*, and the *Book of Margery Kempe*. No previous experience with medieval literature required.

Course does not meet an Approach

### **ENGL B333 Lesbian Immortal**

Fall 2020

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siècle manias for mummies and seances.

Counts toward Gender and Sexuality Studies

### **ENGL B335 Beyond the Human**

Not offered 2020-21

This course will explore recent “materialist” approaches to literature which reject the notion that what is human is better than what is non-human. Generally what supposedly makes humans valuable is the mind, so we will look at works that treat the mind as just another body part. We will also read some critical theory that explains how valuing the mind over the body, the human over the animal, has been used to support racism, sexism, and colonialism—and has led to the destruction of the ecological system. The course will include both works that present the social, political, and biological horrors resulting from the separation of the non-human from the human, and works that imagine humans merging with nature. The reading in the course will include selections from books of “materialist” theory (such as Jane Bennett's *Vibrant Matter: A Political Ecology of Things*), novels (Frances Hodgson Burnett, *The Secret Garden*; Virginia Woolf, *The Waves*; Franz Kafka, *Metamorphosis*), nonfiction (Annie Dillard, *Pilgrim at Tinker Creek*), and movies (Ousmane Sembene, *Xala*).

### **ENGL B336 Topics in Film**

Section 001 (Fall 2020): Cinematic Voice

Fall 2020

This is a topics course and description varies according to the topic.

Counts toward Gender and Sexuality Studies  
Counts toward Film Studies



**ENGL B339 Latina/o Culture and the Art of Migration**

Not offered 2020-21

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

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

**ENGL B345 Topics in Narrative Theory**

Section 001 (Fall 2019): Theory of the Ethnic Novel

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

**ENGL B354 Virginia Woolf**

Fall 2020

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.

Counts toward Gender and Sexuality Studies

**ENGL B359 Dead Presidents**

Spring 2021

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.

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

Not offered 2020-21

A comprehensive study of Morrison's narrative experiments in fiction, this course traces her entire oeuvre from "Recitatif" to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-

as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a "Pilate Project" - a creative response to the works under study.

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

**ENGL B374 African-American Childhoods**

Not offered 2020-21

This course explores the literatures of African-American childhood from the late nineteenth century until the present day. We will explore "classic" works of children's literature by authors such as Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Ann Petry, Walter Dean Myers, Virginia Hamilton, Jacqueline Woodson, James Baldwin, Paule Marshall, June Jordan, Angie Thomas and others-- alongside artifacts from a range of other spheres such as textbooks, chapbooks, and the overall rise of a new child-centered periodical culture at the turn of the twentieth century. We will pay especial attention to the ways in which the intertwined categories of literacy and property have shaped racialized notions of childhood in the United States. In addition to close textual analysis, we will engage with major theoretical works in the field of childhood and identity studies, while also investigating firsthand what can be learned via the physical examination of children's books held in Bryn Mawr's Ellery Yale Wood Collection.

Counts toward Africana Studies

**ENGL B377 James Joyce**

Not offered 2020-21

Most of this course will be devoted to reading one wild, amazing book: *Ulysses*. The book talks about almost everything, so it can seem hard to just sit down and read it on your own--and that is one of the things that is wonderful about it: it makes reading a collaborative experience. That is how the class will run: each of us will become a resource for everyone else, just by holding on to our own ways of thinking and reading and talking with each other. We will also read a book that borrows extensively from *Ulysses*: the graphic novel *Fun Home*, by Alison Bechdel.

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

**ENGL B381 Post-Apartheid Literature**

Spring 2021

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts toward Africana Studies

## ENGLISH

### **ENGL B388 Contemporary African Fiction**

Fall 2020

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Counts toward Africana Studies

### **ENGL B390 Medieval Race**

Not offered 2020-21

Examines how late medieval writers understood racial, cultural, and ethnic differences, exploring how "race" can be understood as multiple systems of power that link together cultural and religious identities, the body, and performance. Focuses on medieval vocabularies and depictions of racial and cultural difference, community-formation, and "foreignness."

### **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.

### **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.

### **ENGL B403 Supervised Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.

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

Spring 2021

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.

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

Spring 2021

This course is for students who wish to experiment with three genres of creative writing: short fiction, poetry and drama, and techniques specific to each of them. Priority will be given to interested first- and second-year students; additional spaces

will be made available to upper-year students with little or no experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry, and drama. There will be individual conferences with the instructor to discuss their progress and interests. Half of class time will be spent discussing student work and half will be spent discussing syllabus readings.

Critical Interpretation (CI)

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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Counts toward Creative Writing

Counts toward Counts toward Praxis Program

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

Fall 2020, Spring 2021

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.

Critical Interpretation (CI)

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

Spring 2021

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

Critical Interpretation (CI)

**ARTW B262 Playwriting I**

Fall 2020

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

Critical Interpretation (CI)

**ARTW B263 Writing Memoir I**

Not offered 2020-21

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. Emphasis will be placed on open-ended investigation into what we think we know (about ourselves and others) and how we think we came to know it. In addition to writing memoir of their own, and workshop discussions, students will also read and discuss works by writers such as Montaigne, Hazlitt, Freud, H.D., J.R. Ackerley, Georges Perec, and more contemporary writing by writers such as Akeel Bilgrami, Elif Batuman, Emily Witt, Lawrence Jackson. Although little mention will be made of the master narratives of American memoir--Christian redemption, confession, captivity, and slavery--the class will consistently struggle to come to terms with their foundational legacy in American life and letters.

Critical Interpretation (CI)

**ARTW B264 Long Form Journalism**

Fall 2020

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in *The Philadelphia Inquirer* and *The New York Times*. Several working journalists will participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the *English House Gazette*.

Critical Interpretation (CI)

**ARTW B265 Creative Nonfiction**

Spring 2021

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

Critical Interpretation (CI)

**ARTW B266 Screenwriting**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

**ARTW B269 Writing for Children**

Not offered 2020-21

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

Critical Interpretation (CI)

**ARTW B360 Writing Short Fiction II**

Fall 2020

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshopping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

**ARTW B361 Writing Poetry II**

Fall 2020

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

**ARTW B364 Longer Fictional Forms**

Not offered 2020-21

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words. Students will examine the craft of their work and of published prose. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

**COML B293 The Play of Interpretation**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Counts toward International Studies

**COML B398 Theories and Methods in Comparative Literature**

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context. This is a required for majors and minors.

**CSTS B201 Cleopatra: Passion, Power, and Politics**

Not offered 2020-21

Cleopatra VII, the last ruler of Ptolemaic Egypt (69-30 BCE), has been a figure of continuous fascination and political resonance for over 2000 years. She was the most famous and enigmatic person in the ancient Mediterranean world while she was alive and, since then, she has been re-imagined by countless poets, dramatists, philosophers, filmmakers, musicians, and artists of all types. In this course, we will examine both the historical Cleopatra and her reception in various media in subsequent cultures and societies. In the first part, we will carefully study the ancient literary and material evidence to learn all we can about the real Cleopatra and the tumultuous times in which she lived. In the second part, we will then consider a selection of medieval, early modern, and contemporary representations of Cleopatra, ranging from Chaucer to Shakespeare's Antony and Cleopatra to HBO's series Rome and the use of Cleopatra in present-day advertising. Throughout our readings, we will focus on issues

such as female agency and power in a man's world, beauty and the femme fatale, east vs. west, and politics and propaganda.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

**CSTS B211 Masks, Madness, and Mysteries: Introduction to Greek Tragedy**

Not offered 2020-21

This course will introduce the student to the world of Greek Tragedy as it flourished in Athens in 5th century BC. We will read the plays of Aeschylus, Sophocles, & Euripides and discuss the playwrights' treatment of myth, the role of the chorus, the relation between text and performance, and the relevance of Greek tragedy for subsequent centuries, down to the present day. Special attention will be given to modern performances of these ancient plays in theater and in film as well as to the themes of choral voice, disability, euthanasia, slavery; the impact of war on women & children; and the relation between mortals and immortals. Please Note: NO KNOWLEDGE OF ANCIENT GREEK IS REQUIRED. ALL TEXTS WILL BE READ IN ENGLISH!

Critical Interpretation (CI)

Inquiry into the Past (IP)

**EALC B240 Topics in Chinese Film**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

**EALC B255 Understanding Comics: Introduction to Reading the Graphic No**

Not offered 2020-21

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC

or COML should meet with the instructor to discuss specific requirements.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies  
Counts toward Visual Studies

### **EALC B310 Advanced Readings in the Graphic Narrative**

Spring 2021

This advanced seminar focuses on critical and theoretical approaches to the graphic novel. In the past several decades, a genre of "auteur comics" has emerged from the medium that are highly literary with a deep engagement between form and meaning. This seminar focuses on weekly close readings of such graphic novels with rigorous analysis of form and content. Primary text readings are supplemented with readings from literary theory, visual studies, and philosophy. Participants are expected to be comfortable with the application of literary critical theory and visual studies theory to texts. There are no prerequisites for the course, but due to the quantity and complexity of the reading material, some background in literary study is necessary. Students interested in taking this course in fulfillment of a major requirement in Comparative Literature or East Asian Languages and Cultures will need to discuss with me prior to enrollment. Preference given to students who have taken EALC B255. This semester (Spring 2021) we will explore theories of narrative in the context of the graphic narrative. Students will read and view primary texts, supplemented by theoretical readings, that engage questions of how subjects develop through unconventional notions of "travel" in time, space, or both. THIS COURSE IS OFFERED AS PART OF A 360

Course does not meet an Approach

Counts toward East Asian Languages  
and Cultures

Counts toward Visual Studies

### **EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

Not offered 2020-21

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

### **EALC B345 Topics in East Asian Culture**

Not offered 2020-21

This is a topics course. Course contents vary.

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

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The

selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

### **GERM B262 Topics: Film and the German Literary Imagination**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Film Studies

### **HART B112 Art, Death, and the Afterlife**

Not offered 2020-21

This course aims to explore how art was used as a symbolic form to overcome death and to assure immortality in a variety of archaeological, philosophical, religious, sociopolitical, and historical contexts.

Inquiry into the Past (IP)

### **HART B299 History of Narrative Cinema, 1945 to the present**

Not offered 2020-21

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Film Studies

### **HART B334 Topics in Film Studies**

Section 001 (Fall 2020): The Present

Fall 2020, Spring 2021

This is a topics course. Course content varies.

Current topic description: This course explores the ways in which technology has been represented in science fiction films.

Counts toward Film Studies

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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

**RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet Russia&amp; Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

**RUSS B277 Nabokov in Translation**

Spring 2021

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.

Critical Interpretation (CI)

**SPAN B332 Novelas de las Américas**

Spring 2021

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.

Counts toward Counts toward Latin American, Iberian, and Latinx

**ENVIRONMENTAL STUDIES****Faculty**

Carla Dhillon, Assistant Professor of Environmental Studies on the Nan Alderfer Harris '51 Professorship in Environmental Studies

Sara Grossman, Assistant Professor of Environmental Studies on the Johanna Alderfer Harris and William H. Harris Professorship in Environmental Studies

Carol Hager, Professor of Environmental Studies and Political Science (on leave semesters I & II)

Now and over the coming decades, human societies face daunting environmental challenges. Energy consumption is expected to rise sharply while even present-day carbon emissions intensify global warming, threatening the finely balanced marine and terrestrial ecosystems upon which we rely for food, water and shelter. Global population pressure and sea-level rise, along with weather extremes, will create climate refugees and resource conflicts on an unprecedented scale. Responding to these cascading environmental, socioeconomic, and political challenges will require all the creativity, expertise and compassion we can muster, but neither scientific arguments nor social appeals have succeeded in mobilizing adequate action. We must find rational, holistic and ethically grounded ways to focus intellectual attention on the human-nature nexus. This is an essential endeavor of the field of Environmental Studies (ENVS).

Guided by a commitment to addressing challenges on multiple scales—by a holistic vision of humans in the environment, and by the particular problem at hand—ENVS scholars, educators and activists utilize a variety of methods and tools, which are represented in college curricula in many different ways. Students have the opportunity to pursue a Major in Environmental Studies through a curricular collaboration between Bryn Mawr and Haverford Colleges, or pursue a Minor in Environmental Studies to complement another major. The Bi-College ENVS Department is dedicated to preparing students who have the environmental expertise needed for the world they will inherit.

The Bi-College ENVS Major combines the strengths of our two liberal arts campuses to create an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. In addressing these issues, ENVS students apply critical thinking and analytical skills within a holistic, systems framework that includes social justice as an essential component.

The ENVS introductory course offers in-depth investigation of the theoretical and applied foundations of the study of the environment from all divisions. The major incorporates praxis community-based learning and core courses that examine the theoretical and empirical approaches that the natural sciences, social sciences, arts and humanities bring to local and global environmental questions. In addition, ENVS majors pursue an individually selected area of environmental expertise, a focus area, in order to gain a depth of knowledge, and to develop a sense of their own agency in addressing what most concerns them. To support these learning goals, the ENVS program

provides opportunities for independent and collaborative research, including co-curricular learning, via local, national and international internships and opportunities to study abroad.

Haverford, Bryn Mawr, and Swarthmore also offer an interdisciplinary Tri-College (Tri-Co) Environmental Studies (ENVS) Minor, involving departments and faculty on all three campuses from the natural sciences, engineering, mathematics, the humanities, and the arts. The Tri-Co ENVS Minor brings together students and faculty to explore interactions among earth systems, human societies, and local and global environments.

Both the Bi-Co ENVS Major and the Tri-Co ENVS Minor cultivate in students the capacity to identify and confront key environmental issues through a blend of multiple disciplines, encompassing historical, cultural, economic, political, scientific, and ethical modes of inquiry.

To declare the ENVS Major or Minor, students should contact the Environmental Studies chair or advisor at their home campus.

## Learning Goals

The Bi-Co Environmental Studies major is an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. Students graduating with the ENVS major are adept at applying diverse modes of analysis to solve problems across a wide array of interconnected social and environmental challenges.

Environmental Studies students apply critical thinking and analytical skills within a holistic, systems framework that includes the following specific goals:

- Cultivation of environmental literacies, and the ability to read, analyze, and create products from the environmental social sciences, natural sciences, and humanities.
- Experience with praxis activities in the context of intellectual work, with particular emphasis on experience working with community groups in a socially just and participatory framework.
- Development and refining of written and oral communication skills for a variety of academic and non-academic audiences.
- Knowledge of, and the ability to articulate, the role of different divisions of intellectual inquiry in environmental issues.
- An understanding of the diverse modes of environmental theory, and experience translating complex environmental data into actionable conclusions or revised theory.

## Curriculum

There are two curricular pathways through Environmental Studies: the ENVS Major and ENVS Minor.

ENVS Major (Bi-Co)

The ENVS Major curriculum is designed to maintain a balance between cultivating broad environmental literacies and developing a focused area of expertise with associated skills. This program includes core classes and a self-designed “focus area” that can be completed with coursework from Haverford, Bryn Mawr, and Swarthmore.

## ENVS Minor (Tri-Co)

The ENVS Minor curriculum is designed to complement any major at Haverford, Bryn Mawr or Swarthmore, pending approval of the student’s coursework plan by the home department and the home-campus ENVS director.

## Major Requirements

Students are required to take a minimum of 11 courses in the Environmental Studies major.

### I. Core courses (6 credits)

Six required courses are in the core program, which consists of:

- ENVS 101: Case Studies in Environmental Issues
- ENVS 201: Laboratory in Environmental Sciences
- ENVS 202: Environmental Social Sciences
- ENVS 203: Environmental Humanities
- ENVS 204: Place, People, and Praxis in Environmental Studies
- ENVS 397: Environmental Studies Senior Capstone (during the fall or spring semester of the senior year)

Students interested in pursuing an ENVS major are strongly encouraged to take ENVS 101 during their first year of study.

ENVS 101 and 397 are each offered two times per year: once at Haverford and once at Bryn Mawr, frequently in alternate semesters. Students are welcome to take these courses on either campus.

### II. Electives, including focus areas (5 credits)

In addition to the core courses, students must take five electives for the ENVS major. A wide variety of environmentally themed courses may serve as ENVS electives, but the five elective courses must fulfill the following requirements:

- At least three elective courses must articulate a coherent intellectual or thematic focus (“focus area”) that students develop in consultation with their ENVS advisor;
- A minimum of one course must come from each of two broad divisional groups: Natural sciences, mathematics, and engineering; Social sciences, humanities, and arts.
- At least two elective courses must be taken at the 300-level or equivalent.

### III. Focus area

The possibilities of a focus area are many. A student’s focus area may be organized by a specific perspective on the study of the environment, a particular interdisciplinary focus, or even a geographic region. Focus areas are designed in consultation with an ENVS advisor. Early planning for the ENVS major allows students to begin satisfying prerequisites for advanced focus area courses.

Sample focus area topics include, but are not limited to: Environment and Society, Environmental Policy, Earth Systems, Environmental Modeling, Environmental Art and Technology, and Environment in East Asia.

Courses taken as ENVS major electives need not be prefixed with “ENVS” in the course catalog. Advanced courses with appropriate thematic content offered by any program, from

## ENVIRONMENTAL STUDIES

Africana Studies, through Mathematics, to Visual Studies, may be counted.

Upon declaration of the ENVS major, the coursework plan must be approved by a major advisor on the student's home campus. Courses approved for the Environmental Studies Major at Swarthmore can be used to satisfy Bi-Co ENVS requirements contingent upon major advisor approval.

Courses taken while studying abroad or off-campus may be approved for the ENVS major by the major advisor in consultation with Bi-Co ENVS Department faculty.

## Courses

### ENVS 101: Case Studies in Environmental Issues

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

### ENVS 201: Laboratory in Environmental Science

This course introduces students to fundamental principles and practices of the environmental natural sciences. Methods such as hypothesis development and testing, experimental design, data acquisition and analysis, and quantitative modeling are employed to scientifically address an environmental question, problem or issue. Topics vary. Hands-on lab work or field experiences are included. Pre-requisite: ENVS 101. Scientific Investigation (SI); Natural Science (NA).

### ENVS 202: Environment and Society

This course explores the intersections of natural and built environments with diverse societies. Students encounter conceptual and analytical tools of the social sciences to inform environmental responses at individual, collective, and institutional levels. Environmental issues broadly understood are not merely problems for society, but stem from cultural patterns and how societies are organized. Social origins of environmental problems across local to global situations are surveyed. This class draws from environmental sociology, planning, geography, political theory, and environmental health and justice. Learning to apply social concepts to environments using multiple perspectives is a core component of the course. Focused segments cover environmental justice, Indigenous peoples' environmentalisms, and social movements of the Global Souths. Pre-requisite: ENVS 101. Cross-Cultural Analysis (CC), Writing Attentive. Quantitative Readiness Required (QR).

### ENVS 203: Environmental Humanities

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space

of simultaneous critique and action, this course re-imagines the questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges. We draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Pre-requisite: ENVS 101. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/Writing Attentive.

### ENVS 204: Place, People and Praxis in Environmental Studies

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite: ENVS 202 or ENVS 203. Course does not meet an approach.

### ENVS 275: Independent Research in Environmental Studies

Independent research, scholarship, or Praxis performed under the supervision of an Environmental Studies faculty member. Requires permission of instructor. Open to second and third year students only. Course does not meet an approach.

### ENVS 350: Advanced Topics in Environmental Studies

This course offers an in-depth view of a special topic related to the environment. Content and pre-requisites vary; see online descriptions for currently offered sections.

### ENVS 397: Environmental Studies Senior Capstone

The senior project experience consists of participation in ENVS 397, the one-semester collaborative senior capstone. Under the direction of a faculty instructor, ENVS seniors actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and preparatory work in the major to collaborate on interdisciplinary projects. Pre-requisite: Open to senior ENVS majors only, or with permission of the instructor and ENVS Director.

### ENVS 399: Environmental Studies Advanced Capstone<sup>^</sup>

This course is for students who arrange additional time to continue work on a senior projects in preparation for performance, presentation, or other exhibition. Requires instructor permission. Up to one half credit.

<sup>^</sup>Offered as staffing and student demand permits.

## Minor Requirements

The Tri-Co ENVS Minor consists of six courses, including an introductory course. Students may complete the introductory course at any of the three campuses. The six required courses are:

- A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Haverford or Bryn Mawr or the parallel course at Swarthmore (ENVS 001). Any one of these courses satisfies the requirement, and students may take no more than one such course for credit toward the minor.
- Four elective course credits from approved lists of core and cognate courses, including two credits in each of the two categories below. Students may use no more than one



cognate course credit for each category. (See the ENVS website for course lists and more about core and cognate courses.) No more than one of these four course credits may be in the student's major.

Environmental Science, Engineering, and Math: courses that build understanding and knowledge of scientific methods and theories, and explore how these can be applied in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.

Environmental Social Sciences, Humanities, and Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.

- An advanced elective in Environmental Studies (300-level or its equivalent at Swarthmore) that can be from either category.

### **ENVS 397 is no longer required or recommended for the ENVS Minor.**

Students interested in the ENVS Minor should plan their course schedule with their home-campus Director of Environmental Studies in consultation with their major advisor. In choosing electives, students should aim to include mostly intermediate or advanced courses.

## **Affiliated Programs**

For information about faculty and courses in Environmental Studies at Swarthmore, visit the websites of that program.

Concentrations and Interdisciplinary Minors

Environmental Studies contributes to the following concentrations and interdisciplinary minors:

- Health Studies
- Peace, Justice, and Human Rights
- Visual Studies

## **Study Abroad**

The Bi-Co ENVS Department strongly encourages students to study abroad if it fits with their career plans. Students planning to major or minor in ENVS may receive course credit by participation in programs which offer environmental content, including but not limited to programs in Australia, Costa Rica, Denmark, Ecuador, Germany, Iceland, Scotland and South Africa. Students may receive course credit for elective courses, at the equivalent of the 200 level or above, that contribute to the major's "focus area" or the four non-core classes in the ENVS minor. Students majoring in ENVS are required to take ENVS 101 and ENVS 397 at Haverford, Bryn Mawr, or Swarthmore and strongly recommended to take the four 200-level core courses within the Bi-Co.

## **Courses**

### **ENVS B101 Introduction to Environmental Studies**

Spring 2021

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth

science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

Course does not meet an Approach  
Counts toward Environmental Studies

### **ENVS B200 The Edible Environment: Theory and Ethics**

Not offered 2020-21

The course addresses core philosophical questions related to food production, consumption, and representation. The focus is on topics that highlight how we engage with the environment based on what we eat, how we consume it, and the way we talk about it. In the first part (food production), we examine the significance of domestication, taxonomies of edible animals, plants, and microbes, and how recent (bio)technological possibilities are changing our approach to food production. In the second part of the course, we turn to the human body to discuss how hunger, pleasure and taste guide our food consumption. In the third part, we discuss how extant practices of labeling and food criticism influence our understandings of the edible environment. The class draws upon a wide range of resources, including classical and contemporary philosophical texts, food essays, magazine and newspaper articles, videos and images. The course counts as a Social Science/Humanities elective for the Environmental Studies Minor. Suggested preparation is one course in Environmental Studies OR one course in the Cities Program or permission of the instructor.

Course does not meet an Approach

### **ENVS B202 Environment and Society**

Fall 2020, Spring 2021

This course explores the intersections of natural and built environments with diverse societies. Students will encounter conceptual and analytical tools of the social sciences to inform environmental responses at individual, collective, and institutional levels. Environmental issues broadly understood are not merely problems for society, but stem from cultural patterns and how societies are organized. We will survey social origins of environmental problems across local to global situations. This class draws from environmental sociology, planning, geography, political theory, and environmental health and justice. Participants interact with an array of social science methods and environmental topics. Learning to apply social concepts to environments using multiple perspectives is a core component of the course. Focused segments cover environmental justice, Indigenous peoples' environmentalisms, and social movements of the Global Souths. Cross-Cultural Analysis (CC), Writing Attentive. Pre-requisite ENVS B101 or ENVS H101 or instructor's permission.

Cross-Cultural Analysis (CC)  
Quantitative Readiness Required (QR)  
Counts toward Environmental Studies

## ENVIRONMENTAL STUDIES

### **ENVS B203 Environmental Humanities: Stories of Justice and Injustice**

Fall 2020, Spring 2021

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink ‘the human’ in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Critical Interpretation (CI); Cross-Cultural Analysis (CC). Writing in the major/ Intensive. Prerequisite: ENVS H101 or B101. (hard check prerequisite). Enrollment cap: 18. Lottery Preference(s): Senior ENVS majors, Junior ENVS majors, Sophomores, first-year students. Minors and non-majors by instructor’s permission.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Environmental Studies

### **ENVS B204 Place, People and Praxis in Environmental Studies**

Not offered 2020-21

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite: ENVS B101 or ENVS H101 and (ENVS B202, H202, B203, or H203) or instructor’s permission.

Course does not meet an Approach  
Counts toward Environmental Studies  
Counts toward Praxis Program

### **ENVS B322 Decolonial Science, Technology and Environment**

Fall 2020, Spring 2021

The course explores the application of decolonial concepts at the intersections of science, technology, and environmental studies. How can we understand uneven social dynamics bound to sciences and technologies—with corresponding opportunities to reconfigure environmental scientific approaches? We analyze case studies that foreground diverse Latina/o and Indigenous populations of the Americas and Caribbean. Four segments include: (I) bridging sociology of science and technology with decolonial theory; (II) conservation and forestry practices; (III) science contestations around pollution and pesticides; and (IV) climate change and disasters. Prerequisite: 200-level course in ENVS or LAILS or SOCL or ANTH or permission of instructor.

Counts toward Latin American, Iberian, and Latinx Studies

### **ENVS B350 Advanced Topics in Environmental Studies**

Section 001 (Fall 2020): Carbon, Climate & Sea Level

Section 001 (Spring 2020): Idgns Peoples, Envrmt & Jstce  
Section 001 (Fall 2019): Sustainability Lab: Approaches

Fall 2020

This is a topics course. Course content varies.

Current topic description: This seminar explores recent biogeochemical literature on Earth’s short-term carbon cycle with a focus on climate-system feedbacks associated with sea-level change.

Course does not meet an Approach  
Counts toward Environmental Studies

### **ENVS B352 Indigenous Peoples, Environments, and Justice**

Spring 2021

This seminar draws on voices and writings by contemporary Indigenous peoples across themes in environmental studies, settler colonialism, and movements for justice. Diverse Indigenous collectives challenge ongoing attempts by settler societies to eliminate, appropriate, and stereotype their ways of life. With a regional focus primarily in Native North America, this course seeks to understand varied ecological knowledge-practices by and for contemporary Indigenous peoples. We study contested conceptualizations of sovereignty, rights, recognition, land, justice, race, gender, and tradition through an environmental lens. Selected topics include climate change, Indigenous movements, decolonized environmental futures, and an introduction to Indigenous research methodologies. Prerequisite: 200-level course in ENVS or SOCL or ANTH or HIST or permission of instructor.

Course does not meet an Approach

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

Fall 2020, Spring 2021

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts toward Environmental Studies

### **ENVS B403 Independent Study**

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

Counts toward Praxis Program

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

Not offered 2020-21

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

agricultural change shape our collective future? Counts toward Environmental Studies minor.

Inquiry into the Past (IP)  
Counts toward Counts toward Environmental Studies

### **ANTH B254 Anthropology and Social Science Research Methods**

Not offered 2020-21

This course is designed for students interested in learning ethnographic methods, qualitative and quantitative social science methods, and how to learn from and write about quantitative and qualitative results. Students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing, generating and analyzing statistical data, and ways to productively transform qualitative and quantitative data into contextual information. An introduction to the basics of statistical methods for social scientists will also be covered. Ethics in ethnographic research will be a central theme, as well as ways to envision and design projects that protect human subjects. The purpose of this course is to provide anthropology majors and other students in the social sciences and humanities an opportunity to learn methods that can be used in their thesis research, Hanna Holborn Gray summer research, and other social science research opportunities. Anth 101 or 102, or permission of instructor.

Course does not meet an Approach  
Counts toward Counts toward Environmental Studies

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

Not offered 2020-21

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

### **ANTH B332 GIS: Space, Landscape, and Environment**

Spring 2021

In this course, students will become familiar with theories of space, place and landscape and spatial analysis of archaeological and other social science data. This course also serves as a methodological introduction to Geographic Information Systems (GIS), though it is not exclusively focused on GIS. Students will learn how the concept of space developed in social science, and how archaeologists and other social scientists have broadened their understandings of the past as a result of the spatial turn. Students will be responsible for submitting short practica which are necessary for keeping up with GIS methods. The final project will be a public poster presentation which demonstrates a case study and investigation of any spatial phenomena. These may be archaeology-focused

or may utilize contemporary or historical data on environmental, public health, demographic, etc. case studies. There are numerous public datasets available online, or students can use their own data or some of my own in their projects.

Course does not meet an Approach

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

Not offered 2020-21

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward International Studies

### **ARCH B104 Archaeology of Agricultural and Urban Revolutions**

Fall 2020

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Geoarchaeology  
Counts toward Counts toward Middle Eastern Studies

### **BIOL B323 Coastal and Marine Ecology**

Not offered 2020-21

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Lecture three hours, laboratory three hours per week. In 2020 the course will have a mandatory field trip to a tropical marine field station and an overnight field trip to a temperate field station in the mid-Atlantic. Prerequisite: BIOL B220 or BIOL B225.

Counts toward Counts toward Environmental Studies

### **BIOL B332 Global Change Biology**

Spring 2021

## ENVIRONMENTAL STUDIES

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change on ecosystems by critically reading and analyzing the primary literature and the latest IPCC report. In 2021, there will be a mandatory one-day field trip to the Smithsonian Global Change Research Wetland. Prerequisites: BIOL B220, BIOL 225 or BIOL B262, or permission of instructor.

Counts toward Counts toward Environmental Studies

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

Spring 2021

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.

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

### **CITY B201 Introduction to GIS for Social and Environmental Analysis**

Spring 2021

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

Quantitative Readiness Required (QR)  
Counts toward Counts toward Environmental Studies

### **CITY B345 Advanced Topics in Environment and Society**

Section 001 (Fall 2020): The City and Nature

Fall 2020

This is a topics course. Topics vary.

Current topic description: The City and Nature: The Environmental Transformation of Modern Cities: The class examines the emergence of the modern city in Europe and the Americas in relation to their natural environments in order to understand how "country" and "city" were and continue to be mutually constitutive spaces and concepts. Focusing on the era of the Industrial Revolution and the rise of capitalism, the class studies how the planning, building, and regulating of urban built environments were embedded in practices to control, manage, and consume natural resources, and ultimately define nature. An integral part of this subject also concerns the people who both affected and were affected by the decisions to construct and manipulate the terrain, as well as the institutions that were built to manage and define new social relations and public responsibilities of the modern city.

Course does not meet an Approach  
Counts toward Counts toward Environmental Studies

### **CSTS B226 Ecology of the Roman World**

Spring 2021

In this course, we will study Roman attitudes toward the natural world, reconstructing the environment in which Roman urban centers flourished. While investigating the attitudes towards the environment that the Romans expressed through their myths, poetry, philosophy, and material culture, students will gain exposure to perspectives and methods from a variety of disciplines including literary studies, archaeology and art history, anthropology, social psychology, and 4E cognition. Through readings by authors such as Cato, Varro, Columella, Lucretius, Virgil, Ovid, Horace, Cicero, Pliny and Seneca, we will discuss agriculture and pre-industrial economies, social (re)evolution, disease and famine, resource exploitation, and human interaction with the landscape through engineering. In addition to gaining a broad understanding of how the Romans interacted with and explained the world around them (and how they used that world to explain themselves), students will a) become familiar with the major periods and events of Roman history and be able to contextualize attitudes towards nature and the environment within those periods; b) become familiar with the styles of literature and material arts during major periods of Roman history, and c) develop skills necessary for reading primary texts (literary, philosophical, and historical) as documents representing the intellectual history of the Roman world. No previous knowledge of the ancient world is required.

Cross-Cultural Analysis (CC)

### **EALC B261 Chinese Environmental Culture**

Not offered 2020-21

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward East Asian Languages and Cultures

### **EALC B353 The Environment on China's Frontiers**

Not offered 2020-21

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

### **ECON B234 Environmental Economics**

Not offered 2020-21

Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105.

Counts toward Counts toward Environmental Studies

### **ECON B242 Economics of Local Environmental Programs**

Not offered 2020-21

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.

Counts toward Counts toward Environmental Studies  
Counts toward Counts toward Praxis Program

### **ENGL B204 Literatures of American Expansion**

Spring 2021

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.

Critical Interpretation (CI)  
Counts toward Counts toward Environmental Studies

### **ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies**

Not offered 2020-21

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly “modern” environmental concepts like climate change, sustainability, animal rights, and protected land.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Environmental Studies

### **GEOL B108 Earth's Oceans: Past, Present, and Future**

Spring 2021

This course is designed to expose students to the fundamentals of oceanography with an emphasis on how Earth's oceans are tied to life and climate and how we study these links in the present and in the fossil record. We will spend much time understanding how the modern ocean works and how biogeochemical cycles interact with it. A major focus will be how we can use the ocean's past and present to make predictions about its future.

Scientific Investigation (SI)

### **GEOL B203 Biosphere Through Time**

Fall 2020

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system. Prerequisite: GEOL B101

Scientific Investigation (SI)  
Counts toward Counts toward Environmental Studies

### **GEOL B206 Energy Resources and Sustainability**

Fall 2020

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Scientific Investigation (SI)  
Counts toward Counts toward Environmental Studies

### **GEOL B209 Natural Hazards**

Spring 2021

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.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Counts toward Environmental Studies

### **GEOL B302 Low-Temperature Geochemistry**

Fall 2020

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.

Counts toward Counts toward Environmental Studies

### **MATH B151 Introduction to Math and Sustainability**

Not offered 2020-21

The world faces many sustainability challenges: climate change, energy, over-population, natural resource depletion. Using techniques of mathematical modeling including dynamical systems and bifurcation theory (tipping points), we will study quantitative aspects of these problems. No advanced mathematics beyond high school mathematics (pre-calculus) is required.

Quantitative Methods (QM)  
Counts toward Counts toward Environmental Studies

### **PHIL B240 Environmental Ethics**

Not offered 2020-21

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,

## ENVIRONMENTAL STUDIES

ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Environmental Studies

### **POLS B222 Environmental Issues: Movements and Policy Making in Comparative Perspective**

Not offered 2020-21

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Environmental Studies

### **POLS B256 Global Politics of Climate Change**

Not offered 2020-21

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Environmental Studies

### **POLS B310 Comparative Public Policy**

Not offered 2020-21

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. Writing attentive. Prerequisite: One course in Political Science or public policy.

Course does not meet an Approach

Counts toward Counts toward Environmental Studies

Counts toward Counts toward Health Studies

### **POLS B326 Comparative Environmental Politics in East and Southeast Asia**

Not offered 2020-21

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es-- Economic growth, Environment protection, and Energy security-- as shared priorities at the regional level, such diversities serve not only as opportunities but

challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems - and solutions - are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues? Prerequisite: Junior standing or higher, previous courses in social science, humanities, area studies or relevant experiences are required. This course meets writing intensive requirement.

Counts toward Counts toward East Asian Languages and Cultures

### **POLS B354 Comparative Social Movements: Power and Mobilization**

Not offered 2020-21

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Counts toward Counts toward Environmental Studies

### **RUSS B227 Russia and its Ecology: Cultural and Historical Perspectives**

Not offered 2020-21

This course will explore the historical, social, and cultural significance of the environment in Russian literature and the visual arts. As the largest country on the planet and as a sprawling nation that covers almost a sixth of the world's land mass, Russia has both cherished and exploited its vast forests and ample natural resources. Exploring Russian culture from an ecological perspective, we will delve into the fiction, poetry, cinema, and photography that has raised environmental issues or, in the opposite vein, has promoted rapid industrial development and a swift taming of Russia's natural landscape for the sake of progress. To this day, Russian artists continue to grapple with the ecological state of the country and its fragile well-being.

Critical Interpretation (CI)

Inquiry into the Past (IP)  
Counts toward Counts toward Film Studies

### **SOCL B268 Environmental Sustainability**

Spring 2021

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist, and are addressed or fail to be addressed. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to American sociology. Empirically, it moves through a series of more contemporary case studies of environmental problems (including both single-event “disasters” and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology’s development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Course does not meet an Approach

## **FILM STUDIES**

### **Steering Committee**

Timothy Harte, Provost and Professor of Russian

Homay King, Chair and Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities (on leave semester I)

Julien Suaudeau, Lecturer in French and Director of Film Studies

Michael Tratner, Mary E. Garrett Alumnae Professor of English  
Sharon Ullman, Professor of History

### **Affiliated Faculty**

Sarah Bryant, Visiting Assistant Professor

Shiamin Kwa, Co-Chair and Associate Professor of East Asian Studies

Roberta Ricci, Professor and Chair of Italian on the Andrew W. Mellon Foundation Chair in the Humanities

Rosi Song, Professor of Spanish (on leave semesters I & II)

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

### **Minor Requirements**

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

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,

## FILM STUDIES

if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

### Courses

#### **GNST B302 Topics in Video Production**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Film Studies

#### **GNST B255 Video Production**

Not offered 2020-21

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.

Course does not meet an Approach

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

#### **ARTD B220 Screendance: Movement and the Camera**

Spring 2021

This course is a practical introduction to Screendance for students interested in extending their experience or interest in dance and movement into a new realm. Also known as dancefilm, cinedance, videodance and/or dance for the camera, Screendance connects film (and filmmaking) with dance (and dancemaking) in an evolving hybrid performative practice. For both the maker and audience, the inquiry is the adventure of discovering what the coming together of dance and screen can be. Screendance can be described as diverse, global, emergent, alive, active, trans-media, continually evolving. Through class screenings, exercises, readings and discussion, students will learn approaches to combining dance and the moving image. Students will work alone and in small collaborative groups to create their own works integrating dance and video. Through creative projects, students will develop their own cinematic style and an increased proficiency with both filming and editing movement.

Critical Interpretation (CI)

Counts toward Film Studies

#### **ARTW B266 Screenwriting**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Film Studies

#### **COML B242 German Encounters w East Asia: A Transnational Cinema Course**

Spring 2021

Due to increased mobility in the age of globalization, the encounter between East and West has shifted from the imaginary to the real. Actual encounters provide the potential for debunking cultural myths and prejudices that an orientalist lens tended to produce. East and West both carry their own traditions, value systems, and distinct cultural identities. This sparks conflicts, but also generates mutual interest. In present-day Germany, the Asian-German connection constitutes a neglected aspect of multicultural discourses and thus deserves more scrutiny. This transnational film course focuses specifically on encounters between German-speaking countries and East Asia. Using film as the main medium, this course touches on prominent issues such as orientalism, race, gender, class, nation, and identity, which have been much studied by literary and cultural critics in recent years.

Counts toward East Asian Languages and Cultures

Counts toward Film Studies

#### **EALC B240 Topics in Chinese Film**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

#### **EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

Not offered 2020-21

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

#### **ENGL B205 Introduction to Film**

Spring 2021

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.

Critical Interpretation (CI)

Counts toward Film Studies

Counts toward Visual Studies



**ENGL B229 Movies and Mass Politics**

Not offered 2020-21

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and Communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

**ENGL B231 Theorizing Affect, Watching Television**

Not offered 2020-21

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

**ENGL B324 Topics in Shakespeare:**

Not offered 2020-21

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Counts toward Film Studies

**ENGL B336 Topics in Film**

Section 001 (Fall 2020): Cinematic Voice

Fall 2020

This is a topics course and description varies according to the topic.

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

**FREN B208 Visible Minorities: Diversity in Contemporary French Cinema**

Not offered 2020-21

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors,

but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Film Studies

**FREN B223 The Fire Every Time: Cinematic Rebels Across the Atlantic**

Fall 2020

Cinema, as an art form, can be seen as a rebellion against reality. Then again, cinema as mass entertainment with uber-industrial might can yield the most contagious legitimization of power and social norms. Can filmmakers be genuine agents of change and social justice? Do their creations have the power to disrupt the status quo? If so, how are some films designed to subvert systemic normalization and disseminated forms of domination? In this course, we will map out rebellious modern (post WW2) cinema from both sides of the Atlantic. Setting aside chronology and conventional delimitations, we will go back and forth across genres (war film, thriller, ghost story, social realism, drama...) between contemporary and older avatars of cinematic resistance, between documentary and fiction, and between France, the U.S., West Africa and Latin America. We will investigate a series of films that focus on non-compliance and individual resilience in the face of systemic adversity, while sharing a common oppositional ethos applied to different forms of domination/violence: anticolonialism, anti-capitalism, antiracism, as well as ecology, pacifism and a critique of carceral institutions. For each of them, we will study how the style of cinematography is designed not just to support a narrative, but as a counter-language aimed at subverting the conservative grammar codes of the mainstream. This course will be taught in English. Prerequisites: FREN 102 or 105 only for students taking this for French credit with additional hour.

Critical Interpretation (CI)

Counts toward Film Studies

**FREN B312 Advanced Topics in Literature**

Not offered 2020-21

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts toward Counts toward Film Studies

**GERM B262 Topics: Film and the German Literary Imagination**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

## FILM STUDIES

### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

Fall 2020

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **HART B299 History of Narrative Cinema, 1945 to the present**

Not offered 2020-21

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Film Studies

### **HART B334 Topics in Film Studies**

Section 001 (Fall 2020): The Present

Fall 2020, Spring 2021

This is a topics course. Course content varies.

Current topic description: This course explores the ways in which technology has been represented in science fiction films.

Counts toward Counts toward Film Studies

### **HART B420 Praxis Fieldwork Seminar**

In this Praxis course, students will learn to critically evaluate augmented and virtual reality (AR/VR) applications by

developing their own AR/VR museum installation. The classroom component will include readings, guest lectures, and discussion topics in public history, conceptual art, and museum studies, and critical exploration of AR/VR and location-based technologies currently used in these fields. The majority of this course consists of a fieldwork component, in which students will develop an augmented- or virtual-reality installation of their own. Students will learn project management, design thinking, Unity development, and other digital competencies needed to successfully develop their museum installation. Prior experience with programming and/or Unity is advantageous but not required. If you are unsure about whether this course would work for you, please contact us or attend an info session. Pre-registered students should attend an info session on November 27 at 4PM in Canaday 315 to complete their Praxis learning plan.

Counts toward Film Studies

Counts toward Praxis Program

### **HIST B284 Movies and America: The Past Lives Forever**

Not offered 2020-21

Movies are one of the most important means by which Americans come to know - or think they know--their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **ITAL B212 Italy Today**

Section 001 (Fall 2019): Bodies, Souls, Politics, Cultures

Not offered 2020-21

This is a topics course. Course content varies. This bridge class, taught in Italian, is designed to familiarize students with the shifting cultural panorama of present-day Italy (and its metamorphosing language) through a variety of readings by living authors, journalists, comic-book artists, intellectuals, and politicians.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

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

Not offered 2020-21

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

discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ITAL B217 Gendered Violence in Italy: How many women are killed?**

Fall 2020

How many women are killed in Italy? How many women suffer abuse at the hands of their partner? Data shows one in seven in Italy have suffered gendered abuse. In many regions, victims have nowhere to turn for shelter. This course will examine domestic and sexual assault in intimate relationships from a feminist analysis. Historical, theoretical, and sociological perspectives on gender violence will be critically analyzed through criminology research, literature, and theory. Course context will focus on dominance and control as a co-factor of gender, race/ethnicity, socioeconomic class, age, sexuality, nationality, and other variables. Therefore, the course will highlight the differential impact of gender violence on women of color, lesbians, older women, adolescent girls, immigrants and marginalized and disenfranchised women. Domestic and sexual violence in contemporary Italy will also be reviewed and analyzed in the context of international contexts. This course will be taught in Italian. Prerequisite: ITAL 102 or permission from instructor

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

Counts toward Praxis Program

### **ITAL B229 The Politics of Food in Italian Literature, Culture, and Cinema**

Not offered 2020-21

In English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

Not offered 2020-21

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary perspective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st

century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

### **ITAL B306 Youth in 20th Century Italian Literature and Cinema**

Not offered 2020-21

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus is on analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

### **ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe**

Not offered 2020-21

Designed as an in-depth interdisciplinary exploration of Italy's 20th century cultural life, the course is organized around major artistic and intellectual trends, viewed in their historical and global perspective in connection with Avant-garde literary movements and philosophical ideas: i.e. surrealism, metaphysics, Dadaism, psychoanalysis, futurism, decadence, modernism. While thinking and writing in Italian, we will examine films, novels, and poetry to gain insight on Modernity with attention also to gender perspectives. Elements of metrics and rhetoric will be used to analyze poetry in its own essence. Prerequisite: One 200-Level course in Italian.

Counts toward Film Studies

### **MEST B201 Society and Culture of the Middle East Through Film**

Spring 2021

This course is designed so that students begin to acquire a knowledge and understanding of the contemporary Arab world through film. A main focus would be society and the representation of family life with all its intricacies. Because the region is extremely diverse and the life of its people and their experiences are, especially in the present, complex, it is necessary to select only a few of the countries in the region and their cinemas to focus on. This should allow for deeper study and meaningful conclusions. The cinemas of several Arab countries will be examined. Egypt has always been and to a large extent remains the center of Arabic-language cinema; three quarters of all Arabic-language feature films

## FILM STUDIES

having been produced there. Films by famous directors such as Youssef Chahine and Shadi Abdel Salam, among others, will be appropriate to consider. But films from other Arab countries, e.g., from North Africa and the Middle East, will also be included for comparison and a more comprehensive picture.

Cross-Cultural Analysis (CC)

Counts toward Film Studies

### **PSYC B375 Movies and Madness: Abnormal Psychology Through Films**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **RUSS B217 The Cinema of Andrei Tarkovsky**

Not offered 2020-21

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.

Critical Interpretation (CI)

Counts toward Film Studies

### **RUSS B227 Russia and its Ecology: Cultural and Historical Perspectives**

Not offered 2020-21

This course will explore the historical, social, and cultural significance of the environment in Russian literature and the visual arts. As the largest country on the planet and as a sprawling nation that covers almost a sixth of the world's land mass, Russia has both cherished and exploited its vast forests and ample natural resources. Exploring Russian culture from an ecological perspective, we will delve into the fiction, poetry, cinema, and photography that has raised environmental issues or, in the opposite vein, has promoted rapid industrial development and a swift taming of Russia's natural landscape for the sake of progress. To this day, Russian artists continue

to grapple with the ecological state of the country and its fragile well-being.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Film Studies

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet

Russia& Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **RUSS B258 Soviet and Eastern European Cinema of the 1960s**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

### **SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Spring 2021

Stereotypically, Latin Americans are viewed as "emotional people"--often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)

Cross-Cultural Analysis (CC)

Counts toward Film Studies

Counts toward Latin American, Iberian, and Latinx Studies

## FINE ARTS

### Faculty

Markus Baenziger, Professor of Fine Arts  
 Anna Benjamin, Visiting Instructor of Fine Arts  
 Jonathan Goodrich, Visiting Instructor of Fine Arts  
 Hee Sook Kim, Professor and Chair of Fine Arts  
 Ying Li, The Phylssa Koshland Professor of Fine Arts  
 William Williams, Audrey A. and John L. Dusseau Professor in the Humanities; Professor of Fine Arts

### Affiliated Faculty

Christina Knight, Assistant Professor of Visual Studies  
 John Muse, Visiting Assistant Professor in Visual Studies

In the Fine Arts Department, the focus is on the individual. Studio classes are small, and students from beginners to majors receive individual instruction. Every student is encouraged to develop the physical and critical skills necessary to create art. The philosophy of the department is that observational skills are the cornerstone of all visual art disciplines. Cognition and processing information are key skills for any discipline—in the humanities or the sciences—and for this reason art at Haverford is specifically geared towards enhancing visual perception. Such finely tuned skills can benefit anyone professionally and personally.

The fine arts courses offered by the department are structured to accomplish the following:

- For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.
- For students intending to major or to minor in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

About 20 percent of Haverford students take fine arts courses while enrolled in the College.

The students who major in fine arts and wish to continue their education are usually accepted at the professional graduate art school of their choice. Our alumni are distinguished professionals, active in the visual creative arts and allied fields.

### Learning Goals

All fine arts studio courses are designed for students to obtain motor skills, theoretical and critical thinking, and problem solving necessary to create art to the student's fullest ability along with developing their own original ideas and concepts. Students achieve these goals in individual interactions such as critiques and hands-on instruction in small classroom settings. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

### Curriculum

#### Disciplines

The fine arts program at Haverford centers around five disciplines: drawing, painting, printmaking, photography, and sculpture.

Each discipline is offered at both the introductory and advanced levels, exposing students to the rigors and processes of each medium. Students get the benefit of learning about the tradition and the practice in the introductory courses, and then utilize and alter those ideas and tools in the advanced courses.

Students are encouraged to channel multi-disciplinary interests and ideas in their work, and to find an identity and voice through the medium, as well as producing work that is relevant to them.

- **Drawing** is typically viewed as practice or a preparatory exercise for a more "finalized" project (i.e. painting, sculpture, printmaking, installation), and as the definition of art becomes ever-changing, drawing by contemporary standards includes sketches and everything in between as final works. Especially with the influx of street art and illustration, sketches, lists, and doodles are taken both seriously and as final art forms. Drawing at Haverford introduces and expands the traditional drawing practice to working self-sufficiently and exploring aesthetic notions in a variety of mediums: ink, pencil, charcoal, pen, pastel, markers, mixed media, etc.
- Traditionally rooted in narration, religion, and history the practice of **painting** is a mode of expression using different styles and mediums. Oil, acrylic, ink and mixed media are the tools to experiment with different painting styles and compositions. Painting at Haverford aims to guide students through the formative practices as well as encouraging exploration. The painting program is rigorous with intensive work and weekly student critiques. Students have classroom opportunity to work figuratively and paint from live models, work within the elements outside in Haverford's sprawling landscape, and also encouraged to challenge and take ideas further conceptually. With distinguished guest artists and lecturers visiting from other academic institutions, students are exposed to many views and interpretations of art making, inspiration, and the painting process.
- **Printmaking** is an interdisciplinary art form that has its own unique style as intaglio, lithography, relief, monotype, and silkscreen. Digital printmaking in lithography, intaglio, and silkscreen are taught along with traditional methods. Students are encouraged to combine printmaking with other mediums and extend their ideas from 2D to 3D including installation. Multi-media approaches are strongly recommended in advanced levels.

Printmaking requires an intensive discipline. Patience is essential. Focus and attention are unavoidable. It is an art form based on chemistry and math. It has a long history that they must be aware of in order to create their own works. Furthermore, it is visual. No thoughts or philosophy can "be" a print even though it requires them all. Regardless of level, students are individual artists; they are respected to create their own work with an excellence in commitment that leads them to great achievements.

- The purpose of **photography** instruction at Haverford is to allow students to develop a personal body of work using photographic materials.

A sequence of courses is offered from Foundation Photography for students with little or no knowledge to Advanced Photography in which students produce books and exhibitions. Emphasis is placed on producing

## FINE ARTS

photographs, which express both form and emotion through mastery of materials and acquisition of the intellectual and critical traditions of photography. The former is accomplished by technical critiques of student work in negative, digital and print formats. The latter is accomplished through reading and studying of the history of photography, theory and criticism, photographic monographs and original prints.

The facilities for the study of photography include up-to-date and well-equipped darkrooms for chemical and digital photography. The photography book collection in Magill Library is one of the finest in the country. The photographic print collection contains over 5,000 original photographs. It is encyclopedic and contains works from Hill and Adamson at the dawn of the beginning of photography to contemporary works by Andres Serrano and Laurie Simmons. These exceptional resources support small classes that allow for personal attention and instruction from the professor and staff.

- The **sculpture** concentration at Haverford offers students the opportunity to explore the three-dimensional media with a broad range of materials and processes. Classes are designed to engage the visual language through a process of critical analysis and discovery while providing a structured environment that allows students to acquire dexterity with a comprehensive set of three-dimensional skills. At the introductory level students are introduced to fundamental three-dimensional techniques and through sequential classes they gain proficiency in a skill set that culminates with sophisticated sculptural concepts and fabrication methods at the advanced level.

The sculpture facilities include a wood shop, metal fabrication equipment, and a large-scale foundry for bronze casting. Students are introduced to wood and metal working techniques, modeling and casting skills, and digital fabrication methods. The sculpture concentration's focus on conceptual investigation and in-depth technical education, in conjunction with well-equipped foundry facilities, provides students the setting to foster creativity and work through artistic curiosity.

### Coursework and Studio Work

The 100-level "Introductory or Foundation" courses consist of half-semester courses. Although one half-semester is not sufficient for a beginning student to master a given medium, it offers ample time for acquiring a medium's basic skills. In each discipline, the student learns to see and to coordinate their increasing skills of interpretation and expression to create individual art works.

The 200-level courses are "Materials and Techniques" courses. Having gained a solid basis from the foundation courses, the student chooses a medium to pursue in depth for a semester. At this level, we encourage the student to explore the various materials and their uses to create a refined and distinctive body of work. In the 300-level "Experimental Studio" courses, the student uses the acquired knowledge of materials and techniques to further express and broaden their artistic vision and ideas.

We encourage students to spend time on their own work outside of class in the fine arts building.

Adjacent faculty studios encourage this informal contact, which is invaluable in learning the discipline of creating art. This type

of contact and mentoring is an important aspect of a student's education in our department.

### Major Requirements

Fine Arts majors are required to concentrate in one of the following: drawing, painting, photography, printmaking, and sculpture, as detailed here:

- Four 100-level foundation courses in each discipline.
- Two different 200-level courses outside the area of concentration in the major.
- Two 200-level courses and one 300-level course within the students chosen focal area within Fine Arts.
- Three art history/theory/criticism or visual studies courses (as approved by major advisor).
- Senior Departmental Studies (ARTS H499).
- For majors intending to do graduate work, we strongly recommend that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr.

### Senior Project

In preparation for the senior thesis exhibition students attend 499 Senior Departmental Studies (ARTS H499, prerequisite 300 course in student's concentration such as drawing, painting, photography, printmaking, or sculpture) on a weekly basis. This two-semester, two-credit course provides students with a structured environment to develop a body of work that is presented in the form of an exhibition at the Cantor Fitzgerald Gallery. The scope of the senior thesis exhibition accomplishes the process of selecting works to be included in the exhibition, determining the layout of the works, and installing the works in the Cantor Fitzgerald Gallery. Students participate in the planning of the opening reception for their thesis exhibition, which is advertised to a broad audience. During the opening, they present their work to a general audience and are available to answer questions from guests. After the gallery opening, the Fine Arts Department faculty schedules a full departmental review of the work presented by each student. During the review each student articulates a formal presentation of their work and students are asked to respond to questions and comments put forth by the faculty.

### Senior Project Learning Goals

Seniors are expected to create a coherent body of work that demonstrates proficiency in the use of their chosen concentration, develop content and articulate ideas with a personal and effective visual language and present their work in a professionally installed gallery exhibition, e.g. in the Cantor Fitzgerald Gallery, Atrium Gallery, or Alcove Gallery. In addition to presenting visual works, majors are expected to articulate the content and context of their work in a written statement, which is on display with their work along with researches on visual art and artists that are related to their own work. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

### Senior Project Assessment

Each thesis project is evaluated by the Faculty members who are also their concentration advisors using the following categories:

- Original ideas and creativity.
- Proficiency in their chosen concentration.
- Quality of the project.
- Active discussion and participation during group critiques by departmental full faculty, which forms in the beginning, midterm, and final week, and weekly group critique and research in addition to individual meetings with the faculty members.
- Progress in their project.
- Research on related sources, e.g. professional artist works and digital presentation.
- Attendance.

## Minor Requirements

- Minors must take four 100-level foundation courses in different disciplines.
- Two 200-level courses and one 300-level course within the student's chosen focal area within fine arts.
- One art history/theory/criticism or visual culture course.

## Study Abroad

### Credits from Study Abroad or from Outside the Fine Arts Department

Majors can take one 200-level course outside of a major's concentration and any art history/ theory/criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

Minors can take one 200-level course outside of a minor's area of study and one art history/theory/ criticism or visual culture course, subject to approval by the chair of the Fine Arts Department before the course is taken.

## Facilities

See the departmental web page for a description of art studios, galleries, and other special facilities for this program.

## Courses

### ARTS H101 Arts Foundation-Drawing

Division: Humanities  
Domain(s): A: Creative Expression

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork. Limited Enrollment 18

### ARTS H103 Arts Foundation-Photography

Division: Humanities  
Domain(s): A: Creative Expression

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter.

### ARTS H104 Arts Foundation-Sculpture

Division: Humanities  
Domain(s): A: Creative Expression

This is a seven-week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self- expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course

### ARTS H106 Arts Foundation-Drawing

Division: Humanities  
Domain(s): A: Creative Expression

This is a seven-week introductory level course designed to provide an overview of basic drawing techniques addressing line, form, perspective, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and architecture. 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.

### ARTS H107 Arts Foundation-Painting

Division: Humanities  
Domain(s): A: Creative Expression

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork.

### ARTS H108 Arts Foundation-Photography

Division: Humanities  
Domain(s): A: Creative Expression

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter.

### ARTS H121 Foundation Printmaking: Relief Printing

Division: Humanities  
Domain(s): A: Creative Expression

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. Enrollment limit -15

### ARTS H122 Foundation Printmaking: Lithography

Division: Humanities  
Domain(s): A: Creative Expression

A seven-week course covering various techniques and

## FINE ARTS

approaches to Lithography, including paper plate preparation, drawing materials, editioning, black and white printing and color registration. Emphasizing the expressive potential of the medium to create a personal visual statement.

### **ARTS H124 Foundation Printmaking: Monotype**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H142 Introduction to Visual Studies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **ARTS H216 History of Photography from 1839 to the Present**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society. Prerequisite: Sophomore standing

### **ARTS H217 The History of African-American Art from 1619 to the Present**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings.

### **ARTS H218 Chinese Calligraphy as an Art**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H223 Printmaking: Materials and Techniques: Etching**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H224 Computer and Printmaking**

Division: Humanities

Domain(s): A: Creative Expression

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. enrollment limit: 12 Lottery Preference: Fine Arts Major and Minors

### **ARTS H229 Topics in Visual Studies: Roland Barthes and the Image**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **ARTS H231 Drawing (2-D): All Media**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H233 Painting: Materials and Techniques**

Division: Humanities

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.

### **ARTS H243 Sculpture: Materials and Techniques**

Division: Humanities

Domain(s): A: Creative Expression

This course is designed to give students an in-depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood



and metal working, and additional processes such as casting procedures for a range of synthetic materials and working with digital tools including a laser cutter and CNC equipment will be introduced in class. Course may be repeated for credit.

### **ARTS H251 Photography: Materials and Techniques**

Division: Humanities

Domain(s): A: Creative Expression

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and-white photographic materials in analog or digital formats necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 103 or equivalent. Prerequisite: Fine Arts 103 or equivalent.

### **ARTS H253 The Theory and Practice of Conceptual Art**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble--without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.

### **ARTS H322 Experimental Studio Printmaking: Lithography**

Division: Humanities

Domain(s): A: Creative Expression

An advanced course exploring traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite(s): One course in printmaking or instructor consent

### **ARTS H331 Experimental Studio: Drawing (2-D)**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H333 Experimental Studio: Painting**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H343 Experimental Studio: Sculpture**

Division: Humanities

Domain(s): A: Creative Expression

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit.

Prerequisite: Fine Arts 243A or B, or consent of instructor

### **ARTS H351 Experimental Studio: Photography**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H460 Teaching Assistant**

Teaching Assistant

### **ARTS H480 Independent Study**

Domain(s): A: Creative Expression

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.

### **ARTS H480H Independent Study**

### **ARTS H499 Senior Departmental Studies**

Division: Humanities

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

## FRENCH AND FRANCOPHONE STUDIES

### Faculty

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Emma Burston, Instructor

Christophe Corbin, Director of Institute d'Études Françaises d'Avignon

Edwige Crucifix, Assistant Professor of French

Brigitte Mahuzier, Professor of French

Rudy Le Menthéour, Associate Professor of French (on leave semesters I & II)

Agnès Peysson-Zeiss, Senior Lecturer in French

Julien Suaudeau, Lecturer in French

Corine Ragueneau Wells, Instructor

The Bi-College (Bi-Co) French and Francophone Studies program at Bryn Mawr and Haverford is recognized as one of the top undergraduate French programs in the country. The purpose of the major in French and Francophone Studies is to develop sophisticated critical and analytical skills through the analysis of, among other things, French and Francophone literature, history, art, film, material culture, and/or institutions. Transdisciplinary approaches are strongly encouraged in all our courses.

100-level courses introduce students to the study of the French language, French and Francophone literatures and cultures, as well as exposing them to critical materials related to textual analysis conceived broadly. Courses at the 200-level treat French and Francophone literature and cultures across the historical spectrum and most are topic-based. Advanced (300-level) courses offer in-depth study either of genres and movements or of particular periods, themes and problems in French and Francophone culture. Students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

All students who wish to pursue their study of French, regardless of level, must take a departmental placement examination prior to arriving at Bryn Mawr. Those students who enter beginning French have two options: intensive study of the language in the intensive track (001-002 Intensive Elementary and 005 Intensive Intermediate; or non-intensive study of the language in the non-intensive track (001-002 Elementary; 003-004 Intermediate). Although it is possible to major in French using either of the two tracks, students who are considering doing so and have been placed at the 001 level are strongly encouraged to take the intensive track.

### Major Requirements (Starting with Class of 2023)

Starting for class of 2023, requirements in the major subject are:

- FREN 005 and 102 or 005 and 105 or 101 and 102 or 101 and 105.
- 200-level sequence: three courses, two of which

(maximum) may be taken outside the department, and the Junior Seminar (JSEM). Courses taken outside of the department should contribute to your independent program of study and have to be pre-approved by your major advisor and entered in your major work plan. The Junior Seminar is offered each semester.

- 300-level sequence: two courses, one of which may be taken outside the department, pending pre-approval of your major advisor.
- Senior Experience consists of a thesis development workshop (Senior Seminar = FREN 398) in the fall semester and either a Senior Thesis (FREN 400) 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.
- All French majors are expected to have acquired fluency in the French language, both written and oral. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.
- The Major Writing Intensive requirement may be met by any one of the following courses: FREN 101, 102, JSEM, Senior Essay (in a 300-level course).

### Major Requirements (Class of 2021 and Class of 2022)

Requirements in the major subject for the Class of 2021 and the Class of 2022 are:

- French and Francophone Literature track: FREN 005 and 102 or 005 and 105 or 101 and 102 or 101 and 105; the 200-level advanced language course, FREN 260; FREN 213 Theory in Practice: Critical Discourses in the Humanities (BMC) or "Qu'est-ce que la théorie" (HC); three 200-level literature courses, two 300-level literature courses, and the year-long Senior Experience, which consists of Senior Conference (FREN 398) in the fall semester and either a Senior Thesis or a third 300-level course culminating in the Senior Essay during the spring semester. In either case, the work of the spring semester is capped by an oral defense.
- Transdisciplinary French and Francophone Studies: FREN 005 and 102 or 005 and 105 or 101 and 102 or 101 and 005; the 200-level advanced language course, FREN 260; two 200-level courses, within the department: e.g., FREN 291 or 299; two 200-level courses, to be chosen by the student outside the French departments (at BMC/HC or JYA), which contribute coherently to her independent program of study; FREN 325 or 326 Etudes avancées de civilisation, Senior Conference (FREN 398), plus two 300-level courses outside the departments; a thesis of one semester in French or English. Students interested in this track are encouraged to present the rationale and the projected content of their transdisciplinary program for departmental approval during their sophomore year and to update their plan in junior year; they should have excellent records in French and the other subjects involved in their proposed program.
- Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department,

they are required to take the 200-level advanced language course. Students may wish to continue from this course to hone their skills further in courses on debate, stylistics and translation offered at Bryn Mawr College or abroad. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.

- The Major Writing Intensive requirement may be met by any one of the following courses: FREN 101, 102, 260, Senior Essay (in a 300-level course).

### **Honors and the Senior Experience (Starting with Class of 2023)**

After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis in French (40-50 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-25 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II.

Ideally, students willing to write a Senior Thesis define their subject, identify their advisors and start discussing the project with them by the end of the Junior Seminar. Discussion continues in the fall of senior year with the expectation that the student submit a thesis proposal in the context of the Senior Seminar. Depending on the transdisciplinary nature of the subject, the student may be advised to select a second reader in another department. The choice of the language (French or English) is made in consultation with the primary thesis advisor.

Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

### **Honors and the Senior Experience (Class of 2021 and Class of 2022)**

For the French and Francophone Literature option: After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis in French (40-50 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-25 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

For the Interdisciplinary Studies in French option: Students take French 325 or 326, if they have not already done so, and French 398 in Semester I of their senior year and, if they have not already done so, complete the two 300-level courses required outside the department. In semester II they write a

thesis in French or English under the direction of a member of the French faculty and a mentor outside the department. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of the Senior Thesis.

### **Minor Requirements**

Requirements for a French minor are FREN 005 and 102 or 005 and 105, or 101 and 102 or 101 and 105; four 200-level or 300-level courses. At least one course must be 300-level.

### **Teacher Certification**

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

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

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four, four and a half or five years and is undertaken with the approval of the department, the Special Cases Committee and the Dean of the Graduate School of Arts and Sciences.

### **Study Abroad**

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Departments of French, be allowed to spend a semester of their junior year in France and/or a Francophone country under one of the junior-year plans approved by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Avignon, held under the auspices of Bryn Mawr. The Institut is designed for selected undergraduates with a serious interest in French and Francophone literatures and cultures; it will be particularly attractive for those who anticipate professional or graduate-school careers requiring knowledge of the language and civilization of France and French-speaking countries. The curriculum includes general and advanced courses in French language, literature, history, performance and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

### **Courses**

#### **FREN B000 French TA/Drill/Discussion**

Section 001 (Spring 2020): FREN B208

Not offered 2020-21

#### **FREN B001 Elementary French**

Fall 2020

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes intensive oral practice sessions. The course meets five hours a week in non-intensive sections. This is a year-long course and students must register for both semesters.

Course does not meet an Approach

## FRENCH AND FRANCOPHONE STUDIES

### **FREN B001IN Intensive Elementary French**

Fall 2020

French 001 Intensive Elementary is the first half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking-intensive (through pair work, group work and drills) and writing-intensive (through blogs and essays). In drill sessions, students develop the ability to speak and understand increasingly well through songs, skits, debates, and a variety of activities. The course meets nine hours per week.

Course does not meet an Approach

### **FREN B002 Elementary French**

Spring 2021

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes intensive oral practice sessions. The course meets in non-intensive (five hours a week) sections. This is a year-long course.

Course does not meet an Approach

### **FREN B002IN Intensive Elementary French**

Spring 2021

The second half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking-intensive (through pair work, group work and drills) and writing-intensive (through blogs and essays). In drill sessions, students develop the ability to speak and understand increasingly well through songs, skits, debates, and a variety of activities. Class meets nine hours per week.

Course does not meet an Approach

### **FREN B003 Intermediate French**

Fall 2020

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students regularly attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course. Prerequisite: FREN B002 or placement required.

Course does not meet an Approach

### **FREN B004 Intermediate French**

Spring 2021

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students regularly attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course.

Course does not meet an Approach

### **FREN B005 Intensive Intermediate French**

Fall 2020

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use internet resources regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who did not complete Intensive Elementary French must take either 102 or 105 to receive language credit. Two additional hours of instruction outside class time required. Additional meeting hours on Tuesday and Thursday will be scheduled according to students availability. Prerequisite: FREN B002IN (intensive) or Placement exam. Approach: Course does not meet an Approach

Course does not meet an Approach

### **FREN B101 Introduction à l'analyse littéraire et culturelle I**

Fall 2020

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film from female and male authors in Metropolitan France, Africa, and other Francophone regions. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and exercises. This is a writing intensive course. Prerequisites: FREN B004, placement, or permission of instructor.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

### **FREN B102 Introduction à l'analyse littéraire et culturelle II**

Spring 2021

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include theater of the 17th or 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

### **FREN B105 Directions de la France contemporaine**

Spring 2021

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.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies  
Counts toward Visual Studies

**FREN B201 Le Chevalier, la dame et le prêtre: Amour et violence au Moyen Age**

Not offered 2020-21

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, lais, roman courtois, fabliaux, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

**FREN B204 Le Siècle des lumières**

Not offered 2020-21

Representative texts of the Enlightenment with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot, and Rousseau. Prerequisites: FREN 102 or 105 or French Placement Exam (200-level or higher).

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**FREN B206 Topics: Le Temps des virtuoses**

Not offered 2020-21

This a topics course. Course content varies.

Current topic description: What is so beautiful about the famous "Belle Epoque"? What is really going on in the backstage of its gaudy new buildings, its seedy cabarets? Reading Freud's Civilization and Its Discontent, we will examine the "Beast" and/ in the "Beauty" of that period of time (1871-1914) by reading a number of literary works by such writers as Zola, Colette, Gide and Proust. Prerequisite: FREN 102 or 105.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**FREN B207 Introduction à la littérature du 20ème et 21ème siècle**

Fall 2020

A study of selected works illustrating the principal literary movements from 1900 to the present. Depending on the professor, this class will focus on various authors and literary movements of the 20th century such as Surrealism, Modernism, the Nouveau Roman, Oulipo, as well as works from the broader Francophone world. Prerequisites: FREN 102 or 105. Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

**FREN B208 Visible Minorities: Diversity in Contemporary French Cinema**

Not offered 2020-21

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening on Sunday, 7:00pm-9:00pm.

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Film Studies

**FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

**FREN B214 French Theater Workshop**

Not offered 2020-21

How do we best learn a language? By speaking it and by being completely immersed in it. We also learn best when we play. When we have fun and are creative. This workshop will immerse the students in a French only speaking class and they will practice French on their feet. Students will be invited to improvise in French, to create little scenes in French and finally to work on a scene or a monologue from the French repertoire. The class will start with teaching very specific theatrical skills to push the students not only in their ability to speak French but also to act! This will enhance their confidence in speaking, thinking and performing in French, which will lead them to a better mastery of the language.

Cross-Cultural Analysis (CC)

**FREN B217 Drawing Disasters: Trauma and Healing**

Not offered 2020-21

This course will address the question of trauma, resilience and survival through art, focusing on comics. We will address trauma from a geo-political, historical, sociological and literary perspectives looking at primary works from places as varied as: Europe (Croci), Lebanonon (Abirached), Gaza (Sacco), Cambodia (Sera Ing), Iran (Satrapi) to name only a few. In the spring of 2018, those students participating in the cluster will be required to attend all presentations, lunches and labs as part of the cluster. They will attend the residencies taught by graphic artists. There will be oral presentations and papers. For their final project, students will curate an exhibit on comics.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Visual Studies

**FREN B219 Diasporic Voices: Voyages and Identity Narratives**

Spring 2021

Erin Mouré's quote "once you cross a border, the border is not the same any longer" raises the question of identity and interrogates territorial integrity, wondering how people and communities morph after such life changing events. In this course, students will question the very notion of experience and being through travel; as well as its meaning in terms of identity, locus, and language. Through the works offered, we invite students to approach icons, visual and written texts with new theories and fresh eyes to interrogate the ethics of travel writing, filming and documenting, looking for ways to empower readers about history and migrations. Students will reflect on the types of travels: temporary or voluntary travels, migration under various forms of duress (violence, war, economic penury, persecution for reasons of religion, politics or sexual identity). The works read and seen will encourage discussions about reasons for leaving home and invite a scrutiny about how travel writers and filmmakers gaze and inscribe it on the page or the screen. We will then examine narratives dealing with the relationship of former colonies with its "métropole," reading texts from various regions including France, raising the question of identity. There will be an extra hour for students taking it for credit towards French minor. Prerequisite: FREN B102 or B105 if counting towards French major or minor.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

**FREN B221 Femme sujet/Femme objet**

Not offered 2020-21

An in-depth examination of how women authors from selected periods conceive of their art, construct authority for themselves, and, where appropriate, distinguish themselves from male colleagues, of whom several who have assumed female voices/perspective will be examined as points of comparison. It introduces students to the techniques and topics of selected women writers (as well as theoretical approaches to them) from the most recent (Djebar and M. Duras) to late Medieval authors. This course is taught in French. Prerequisite: FREN 102 or 105

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

**FREN B223 The Fire Every Time: Cinematic Rebels Across the Atlantic**

Fall 2020

Cinema, as an art form, can be seen as a rebellion against reality. Then again, cinema as mass entertainment with uber-industrial might can yield the most contagious legitimization of power and social norms. Can filmmakers be genuine agents of change and social justice? Do their creations have the power to disrupt the status quo? If so, how are some films designed to subvert systemic normalization and disseminated forms of domination? In this course, we will map out rebellious modern (post WW2) cinema from both sides of the Atlantic. Setting aside chronology and conventional delimitations, we will go back and forth across genres (war film, thriller, ghost story, social realism, drama...) between contemporary and older avatars of cinematic resistance, between documentary and fiction, and between France, the U.S., West Africa and Latin America. We will investigate a series of films that focus on non-compliance and individual resilience in the face of systemic adversity, while sharing a common oppositional ethos applied to different forms of domination/violence: anticolonialism, anti-capitalism, antiracism, as well as ecology, pacifism and a critique of carceral institutions. For each of them, we will study how the style of cinematography is designed not just to support a narrative, but as a counter-language aimed at subverting the conservative grammar codes of the mainstream. This course will be taught in English. Prerequisites: FREN 102 or 105 only for students taking this for French credit with additional hour.

Critical Interpretation (CI)  
Counts toward Film Studies

**FREN B260 Atelier d'écriture**

Spring 2021

Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics.

Cross-Cultural Analysis (CC)  
Counts toward Praxis Program

**FREN B275 Improving Mankind: Enlightened Hygiene and Eugenics**

Not offered 2020-21

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the latter is commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). This course is taught in English. Students who wish to get credit in French will meet one extra hour. Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Health Studies

**FREN B306 Libertinage et subversion**

Not offered 2020-21

The libertine movement of the 18th century has long been condemned for moral reasons or considered of minor importance when compared to the Enlightenment. Yet, the right to happiness ('droit au bonheur') celebrated by the so-called 'Philosophes' implies a duty to experience pleasure ('devoir de jouir'). This is what the libertine writers promoted. The libertine movement thus does not confine itself to literature, but also involves a dimension of social subversion. This course will allow you to understand Charles Baudelaire's enigmatic comment: "the Revolution was made by voluptuaries." Prerequisite: two 200-level courses or permission of instructor.

**FREN B312 Advanced Topics in Literature**

Not offered 2020-21

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts toward Film Studies

**FREN B325 Topics: Etudes avancées**

Section 001 (Fall 2020): Derrière les barreaux

Fall 2020

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution française: Histoire, littérature et culture; L'environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement. Current topic title and description: Derrière les barreaux: l'imaginaire de l'enfermement au dix-neuvième siècle. La littérature du XIXème siècle témoigne d'un goût pour l'imaginaire de l'enfermement. En commençant par le cas célèbre de Dumas qui enferme le comte de Monte Cristo dans une geôle du château d'If, ce cours retrace cette thématique à travers la lecture de quelques géants de la littérature du dix-neuvième siècle, en parallèle avec des lectures théoriques sur l'emprisonnement. On suivra ainsi l'évolution de la perception de l'emprisonnement, entre la vision romantique du début du XIXème siècle et la vision désabusée, voire révoltée, qui apparaît en fin de siècle. On sera amené à découvrir une multitude de « cadres » littéraires, en partant des plus évidents (prisons, cellules, cercueils) aux plus subtils (le corps et l'esprit, la retraite chez soi, etc.). Nous établirons des liens avec la situation actuelle (par exemple les « video diaries » des habitants de Wuhan). Auteurs étudiés : Balzac, Dumas, Huysmans, Proust, Sand, Stendhal, etc.

**FREN B326 Etudes avancées**

Section 001 (Spring 2020): Proust:Inverts,Snobs,Dilletant

Not offered 2020-21

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies.

**FREN B350 Voix médiévales et échos modernes**

Spring 2021

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

**FREN B355 Techniques narratives: le récit oral, écrit et visuel**

Not offered 2020-21

For Francophone societies, whether traditional, pre-modern or modern, the production of narratives involves a complex interplay between orality, writing, and often visual image. Working with insights from theorists Ong, Stock, and Genette, we will study an "oral" epic, a "mixed" oral/learned/illustrated medieval romance (Le Chevalier au lion), written fictions that often seem more oral than they are in reality (L'Heptameron and La Nuit sacrée), and the complex novel La Chartreuse de Parme, whose cinematic version we will also examine as an illustrated transposition of this masterpiece. Course will be taught in French. Haverford: Humanities (HU).

**FREN B398 Senior Conference**

This weekly thesis development workshop examines French and Francophone literary texts and cultural documents from all periods, and the interpretive problems they raise. Close reading, complemented by extensive secondary readings from different schools of interpretation, prepare students to analyze other critical stances and to develop their own.

**FREN B400 Thesis Advising**

Weekly or bi-weekly meetings with your thesis advisor will allow you to write your senior thesis efficiently and to prepare for a successful defense.

**FREN B403 Supervised Work****FREN B425 Translation Praxis**

This Praxis course partners with advocacy organizations to help translate documents from French into English. Topics and projects varies.

Counts toward Praxis Program

**FREN B625 Topics: Etudes avancées**

Fall 2020

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. The seminar topic rotates among many subjects: La Révolution française: Histoire, littérature et culture; L'environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement.

**FREN B655 Rousseau polémiste**

Not offered 2020-21

Jean-Jacques Rousseau n'a cessé de susciter des polémiques. Aucun écrivain n'a suscité autant de débats dans des domaines aussi variés, de l'esthétique théâtrale à la pédagogie, en passant par la théorie politique et l'écriture romanesque. Ses sectateurs ont vu en lui un grand peintre de la sensibilité humaine, un partisan sincère de la justice républicaine, un pédagogue révolutionnaire. À l'inverse, ses ennemis l'ont dépeint comme un paranoïaque idéaliste, un brillant plagiaire, ou encore comme le promoteur d'un régime totalitaire.

**FREN B672 Baudelaire**

Not offered 2020-21

**FREN B701 Supervised Work**

Spring 2021

**FREN B701 Supervised Work**

Not offered 2020-21

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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

**GENDER AND SEXUALITY STUDIES**

Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.

**Faculty****Steering Committee**

David Byers, Assistant Professor of Social Work

Gregory Davis, Associate Professor of Biology

Colby J. Gordon, Assistant Professor of English on the Helen Taft Manning Professorship of British History

Anita Kurimay, Associate Professor of History

Piper Sledge, Assistant Professor of Sociology and Director of Gender and Sexuality Studies

Rosi Song, Professor of Spanish (on leave semesters I &amp; II)

Sharon Ullman, Professor of History

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, "Interdisciplinary Perspectives on Sex and Gender." Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women's studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in a global context.

**Concentration and Minor Requirements**

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).
- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (403) may be used to fulfill this requirement.
- Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student's major.



Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

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."

## Courses

### **GNST B108 Introduction to Gender and Sexuality Studies**

Not offered 2020-21

This course will introduce students to major approaches, theories, and topics in gender and sexuality studies, as a framework for understanding the past and present—not only how societies conceive differences in bodily sex, gender expression, and sexual behavior, but how those conceptions shape broader social, cultural, political, and economic patterns.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **GNST B118 Gender, Sexuality, and Society**

Spring 2021

This course will introduce students to major concepts, questions, and events in the field of gender, sexuality, and feminist studies through a range of sources. Students will explore how meanings of gender and sexuality have changed over time and the ways that cultural and historical contexts shape these meanings. Particular attention will be given to the intersections of gender and sexuality with race, class, and other social locations in order to understand a range of identities and structures of inequality. This course will challenge you to question taken-for-granted notions of gender and to consider alternative ways to make sense of gender and sexuality. This course is equivalent to GNST 109 as a gateway to the minor. This course counts towards a Sociology elective.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

Spring 2021

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.

Counts toward Gender and Sexuality Studies

### **ANTH B102 Introduction to Cultural Anthropology**

Fall 2020, Spring 2021

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life,

sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### **ANTH B213 Anthropology of Food**

Not offered 2020-21

Food is part of the universal human experience. But everyday experiences of food also reveal much about human difference. What we eat is intimately connected with who we are, where we belong, and how we see the world. In this course, we will use a socio-cultural perspective to explore how food helps us form families, national and religious communities, and other groups. We will also consider how food may become a source of inequality, a political symbol, and a subject of social discord. Examining both practical and ideological meanings of food and taste, this course will address issues of identity, social difference, and cultural experience.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### **ANTH B239 Anthropology of Media**

Not offered 2020-21

Life throughout much of the world today is saturated by forms of media and media technologies: films, television, radio, cell phones, the internet and social media. This course examines media from an anthropological perspective, focusing on the impact of these various non-print media on social and political life. We will also explore the distinctive properties of two media phenomena specific to our time: reality TV and social media. Throughout, we will be concerned with the constitutive power of media at two levels: first, in the construction of subjectivity, senses of self, and the production of affect; and second, in collective social and political projects, such as building national identity, consolidating or resisting state power, giving voice to indigenous claims, or creating alliances.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

### **ANTH B241 Archaeologies of Gender**

Spring 2021

This course foregrounds gender as a structuring part of past lives and explores the construction of gender in archaeological interpretations across time and space. We begin with an

## GENDER AND SEXUALITY STUDIES

overview of how gender has been theorized in archaeology as a discipline, including more recent theoretical approaches which incorporate feminist and queer theory. Drawing on case studies from diverse geographic locations and time periods, we will consider how studies of gender can be practically applied to archaeological investigations of labor, mortuary analysis, space and landscape, and feasting and religious practices. This engendered perspective, which includes women, men, and nonbinary genders, promotes more nuanced understandings of social complexity and diversity of past communities. Potential topics to be considered include: theories of gender, non-binary genders and masculinities, mortuary analysis, labor and technology, space and landscape, feasting and ritual, gender and hierarchies, and colonialism and transformation of gendered identities. A running theme throughout this course will consider who is responsible for the production of knowledge, if the concept of positivism is inherently male, and how we can build feminist and community ideals into scientific investigations.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology**

Not offered 2020-21

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward Praxis Program

### **ANTH B250 Global Economies: Work, Money, and Value in Everyday Life**

Fall 2020

This course explores economic life from an anthropological perspective. We will explore the social structures shaping economies, labor, and consumption in diverse human cultures. Throughout we will examine the relation between global systems and local everyday life, between gender constructions and work structures, between what we produce and what we consume. We will explore emerging 21st century economies and how new technologies are changing the ways we think

about labor. In addition, we will examine how traditional cultural values are still shaping today's global economies. The central focus of this course is the question of value: What are the power dynamics shaping our perception of the value of human labor, capital, and the things we consume everyday? Prereq: ANTH B102 or permission of instructor.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

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

Fall 2020

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor.

Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

**ANTH B316 Beyond Bollywood: Gender, Performance and Popular Culture in South Asia**

Not offered 2020-21

The countries of South Asia (India, Pakistan, Bangladesh, Nepal, Sri Lanka) have produced vibrant and varied forms of popular culture, including cinema, theatrical and other forms of performance, and sonic and visual culture. Using cinema and other audio-visual materials, this course will examine media and performance as crucial sites for the construction and negotiation of gender ideologies and hierarchies in these different national contexts. The issues we will explore include: questions of agency, constraint, and identity in performance; the role of mass mediation in creating new masculinities and femininities; and the relationship between popular culture and larger sociopolitical identities.

Counts toward Gender and Sexuality Studies  
Counts toward International Studies

**ANTH B329 The politics of belonging and exclusion in India**

Fall 2020

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

Course does not meet an Approach  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

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

Spring 2021

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

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

**ANTH B334 Digital Cultures**

Not offered 2020-21

How do we do anthropology in, and of, the digital age? What

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

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Counts toward Gender and Sexuality Studies  
Counts toward International Studies

**ARCH B224 Women in the Ancient Near East**

Spring 2021

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

## GENDER AND SEXUALITY STUDIES

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Middle Eastern Studies

### **ARCH B303 Classical Bodies**

Not offered 2020-21

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **BIOL B214 The History of Genetics and Embryology**

Not offered 2020-21

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor

relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology.

Inquiry into the Past (IP)

Scientific Investigation (SI)

Counts toward Gender and Sexuality Studies

### **CSTS B175 Feminism in Classics**

Not offered 2020-21

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' Medusa and Butler's Antigone.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **CSTS B221 Women of Roman Egypt**

Fall 2020

This course aims to be an introduction to the history of female persons in the ancient world. It focuses particularly on Roman Egypt, but covers a broad range of material spanning the period of 300 BCE - 476 CE. Students engage with a number of historical issues, such as legal personhood, access to education, political protest, economic freedom, religious practice, etc.. Students will acquire familiarity with a) Egypt as a part of the Greco-Roman world; b) the role of women in both Egyptian society and Rome more generally; and c) the written sources available for the study of female experience in the ancient world. Because the course focuses on the social, cultural, and institutional environments in which women operated, the topic offers itself as a useful study of the ancient world as a whole, as well as to particular issues of representation and authority. By the end of the course, students will have general understanding of Egypt as a part of the Graeco-Roman world, a keen understanding of how women operated in the society of Ancient Egypt (ca. 300 BCE - 450 CE), and the ability to form arguments about the historical relevance of our sources.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Middle Eastern Studies

### **EALC B240 Topics in Chinese Film**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

Counts toward Visual Studies

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

Not offered 2020-21

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image

hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Visual Studies

### **EALC B264 Human Rights in China**

Spring 2021

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **EALC B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

Not offered 2020-21

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ECON B324 The Economics of Discrimination and Inequality**

Not offered 2020-21

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality.

Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Counts toward Counts toward Gender and Sexuality Studies

### **EDUC B290 Learning in Institutional Spaces**

Not offered 2020-21

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of "voice"--speaking out, expressing, engaging in dialogue--in teaching and learning: In what ways can "voice" instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Praxis Program

### **ENGL B210 Renaissance Literature: Performances of Gender**

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **ENGL B212 Renaissance Erotic Poetry**

Not offered 2020-21

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **ENGL B215 Early Modern Crime Narratives: Vice, Villains, and Law**

Spring 2021

This course taps into our continuing collective obsession with criminality, unpacking the complicated web of feelings

## GENDER AND SEXUALITY STUDIES

attached to crime and punishment through early modern literary treatments of villains, scoundrels, predators, pimps, witches, king-killers, poisoners, mobs, and adulterers. By reading literary accounts of vice alongside contemporary and historical theories of criminal justice, we will chart the deep history of criminology and track competing ideas about punishment and the criminal mind. This course pays particular attention the ways that people in this historical moment mapped criminality onto dynamics of gender, race, sexuality, disability, religion, and mental illness according to cultural conventions very different from our own. Authors may include Shakespeare, Marlowe, Massinger, Middleton, Dekker, Webster, and Behn.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### ENGL B217 Narratives of Latinidad

Spring 2021

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### ENGL B225 Contemporary Life Writing: Form and Theory

Not offered 2020-21

In this course, we will explore contemporary forms of life writing. The term "writing" will be used flexibly to encompass self-representation in visual forms (including comics, photography, and video). We will begin by considering myth and archives in Alison Bechdel's *Fun Home* and Theresa Hak Kyung Cha's *Dictée*; our next unit will address how life writing represents the lives of others. The last half of the course focuses on the genre of autotheory, or life writing that has become a form of theorizing (about gender, sexuality, race, and biopolitics, among other topics) in its own right.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### ENGL B231 Theorizing Affect, Watching Television

Not offered 2020-21

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### ENGL B239 African American Poetry

Not offered 2020-21

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

**ENGL B254 Female Subjects: American Literature 1750-1900**

Fall 2020

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."

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

**ENGL B255 Food and the Transnational City**

Not offered 2020-21

Cities have been crucial sites of cultural innovation, social interaction, and identity formation, often most visibly in food and foodways. Using three cities as case studies--New York, New Orleans, and Los Angeles--"Food and the Transnational City" explores how transnational migration and urbanism have shaped and reshaped eating, shopping, and cooking patterns, and how cities and foodways together reshaped and reflected broader patterns of identity and belonging. How have food and foodways been mobilized in constructions of national, regional, ethnic, and racial heritage? How have cooking and eating patterns for various groups been transformed by migration and immigration? How have consumer spaces operated as sites of kinship, community, assimilation, and resistance? Students will draw on theory and historical scholarship to read a wide range of literary and cultural texts, including cookbooks, travel writing, print and television commercials, art and photography, documentaries, and short fiction. NOTE: This course is part of the Foodways and Migration 360, however students who do not wish to enroll in the 360 may also take this class.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

**ENGL B262 Survey in African American Literature**

Section 001 (Fall 2019): Laughin' to Keep from Cryin'

Not offered 2020-21

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

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

**ENGL B269 Medieval Bodies**

Not offered 2020-21

The Middle Ages imagined the physical body as the site of moral triumph and failure and as the canvas to expose social ills. The course examines medical tracts, saint's lives, poetry, theological texts, and representations of the Passion. Discussion topics range from plague and mercantilism to the legal and religious depiction of torture. Texts by Boccaccio,

Chaucer, Dante, and Kemppe will be supplemented with contemporary readings on trauma theory and embodiment.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

**ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

**ENGL B274 Ethnic Speculative Fiction**

Not offered 2020-21

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms "visionary fiction." Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

**ENGL B282 Intro to Queer Studies: Theory, Representation, Community**

Not offered 2020-21

The uncertain, shifting meaning of "queer" provides it with both utility and difficulty: does "queer" designate a type of desire, relation, political orientation, personal identity, or something else entirely? How does this change from the vantage of different historical moments, geographical locations, or individual subjectivities? How does queerness interact with identity categories such as race, gender, class, nationality, disability, and age? This course is an introduction to these questions and to queer studies, a field that destabilizes norms, particularly around gender and sexuality. We will consider how queer scholarship and activism rethinks notions of space, time, community, pop culture, and more. Our discussions will consider the bumpy evolution of queer from an adjective for personal eccentricity in the early twentieth century, to discriminatory slur by mid-century, to radical rallying cry during the HIV/AIDS epidemic, to unstable umbrella term and target for commodification today. We will read formative texts in

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the history and theory of sexuality, as well as contemporary queer theorists, and consider the institutionalization of a term that critiques that very process. These discussions will be grounded in cultural productions ranging from trans short fiction to Indigiqueer poetry, from gay cruising memoirs to lesbian graphic novels.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **ENGL B293 Critical Feminist Studies: An Introduction**

Not offered 2020-21

Combines the study of specific literary texts with larger questions about feminist forms of theorizing. Three book length texts will be supplemented by on-line readings. Students will review current scholarship, identify their own stake in the conversation and define a critical question they want to pursue at length.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **ENGL B305 Early Modern Trans Studies**

Not offered 2020-21

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites, and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts toward Gender and Sexuality Studies

### **ENGL B310 Confessional Poetry**

Not offered 2020-21

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness. Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this 'movement' on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **ENGL B314 Troilus and Criseyde**

Not offered 2020-21

Examines Chaucer's magisterial *Troilus and Criseyde*, his epic romance of love, loss, and betrayal. We will supplement sustained analysis of the poem with primary readings on free will and courtly love as well as theoretical readings on gender and sexuality and translation. We will also read Boccaccio's *Il Filostrato*, Robert Henryson's *Testament of Cresseid* and Shakespeare's *Troilus and Cressida*.

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B333 Lesbian Immortal**

Fall 2020

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siècle manias for mummies and seances.

Counts toward Gender and Sexuality Studies

### **ENGL B336 Topics in Film**

Section 001 (Fall 2020): Cinematic Voice

Fall 2020

This is a topics course and description varies according to the topic.

Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

### **ENGL B339 Latina/o Culture and the Art of Migration**

Not offered 2020-21

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



and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B345 Topics in Narrative Theory**

Section 001 (Fall 2019): Theory of the Ethnic Novel

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx

### **ENGL B354 Virginia Woolf**

Fall 2020

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.

Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **FREN B201 Le Chevalier, la dame et le prêtre: Amour et violence au Moyen Age**

Not offered 2020-21

Using literary texts, historical documents and letters as a mirror

of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, *lais*, roman courtois, *fabliaux*, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **FREN B221 Femme sujet/Femme objet**

Not offered 2020-21

An in-depth examination of how women authors from selected periods conceive of their art, construct authority for themselves, and, where appropriate, distinguish themselves from male colleagues, of whom several who have assumed female voices/perspective will be examined as points of comparison. It introduces students to the techniques and topics of selected women writers (as well as theoretical approaches to them) from the most recent (Djebar and M. Duras) to late Medieval authors. This course is taught in French. Prerequisite: FREN 102 or 105

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

Not offered 2020-21

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **GERM B321 Advanced Topics in German Cultural Studies**

Not offered 2020-21

This is a topics course. Course content varies. Course is taught in English. There will be an additional hour in German for those students taking the course for German credit.

Counts toward Gender and Sexuality Studies

### **GREK B201 Plato and Thucydides**

Fall 2020

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of

## GENDER AND SEXUALITY STUDIES

these two great writers. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France**

Not offered 2020-21

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.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art**

Not offered 2020-21

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.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **HIST B102 Introduction to African Civilizations**

Fall 2020

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward International Studies

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

Spring 2021

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **HIST B215 Europe and the Other 1492-1800**

Not offered 2020-21

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Inquiry into the Past (IP)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B226 Topics in 20th Century European History**

Section 001 (Spring 2020): A Global History of Sports

Not offered 2020-21

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Health Studies

Counts toward Counts toward Middle Eastern Studies

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa

Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Museum Studies

### **HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe**

Not offered 2020-21

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed--from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and

sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the “New Woman”; abortion and contraception; the “sexual revolution” of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

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

Section 001 (Fall 2020): Maroon Societies

Fall 2020

This is a topics course. Course content varies.

Current topic description: 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. Taking a comparative approach, we shall examine developments in North America, South America, the Caribbean, and Brazil.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **HIST B245 Topics in Modern US History**

Not offered 2020-21

This is a topics course addressing public history in the U.S.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Museum Studies  
Counts toward Praxis Program

### **HIST B274 Focus: Topics in Modern US History**

Section 001 (Spring 2020): Leisure and Society: Tourism & Class

Section 002 (Spring 2020): Leisure and Society: Baseball & Class

Not offered 2020-21

This is a topics course in 20th century America social history. Topics vary by half semester

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

Counts toward Museum Studies  
Counts toward Praxis Program

### **HIST B284 Movies and America: The Past Lives Forever**

Not offered 2020-21

Movies are one of the most important means by which Americans come to know - or think they know--their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Film Studies  
Counts toward Counts toward Visual Studies

### **HIST B292 Women in Britain since 1750**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **HIST B298 Politics of Food**

Not offered 2020-21

Politics shapes what appears on our plates as well as where we set our table. It all has a history. In America with its confounding combination of engorging bounty and tragic poverty, food represents a special nexus of the political and the personal. This course looks at the history and politics of eating, producing, and consuming food in the United States. Course topics include how food shaped both external and internal migrations to the United States; how American foreign policy from the Cold War to today helps us understand global food and refugee crises; the history and politics of food aid, and the transformation of food consumption in modern America.

Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **HIST B325 Topics in Social History**

Section 001 (Fall 2019): Civil War, Race, Amer. Memory

Section 001 (Fall 2020): History of Sexuality

Fall 2020

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated.

Current topic description: This course addresses the social history of sexual practices, social and governmental regulation of sex, and the changing cultural meaning of sex in the U.S. from the 16th century to present. Topics include the intersection of race, sexuality, and settler colonialism, transgender history,

## GENDER AND SEXUALITY STUDIES

the history of reproductive rights, sexuality as commodity, and the social power present in the relationship between sexuality and disease.

Counts toward Counts toward Gender and Sexuality Studies

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

Section 001 (Fall 2019): Hist of Global Health Africa

Section 001 (Fall 2020): Hist of Global Health Africa

Fall 2020

This is a topics course. Topics vary.

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

### **HIST B373 Topics: History of the Middle East**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Gender and Sexuality Studies

Counts toward Middle Eastern Studies

### **ITAL B212 Italy Today**

Section 001 (Fall 2019): Bodies, Souls, Politics, Cultures

Not offered 2020-21

This is a topics course. Course content varies. This bridge class, taught in Italian, is designed to familiarize students with the shifting cultural panorama of present-day Italy (and its metamorphosing language) through a variety of readings by living authors, journalists, comic-book artists, intellectuals, and politicians.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ITAL B217 Gendered Violence in Italy: How many women are killed?**

Fall 2020

How many women are killed in Italy? How many women suffer abuse at the hands of their partner? Data shows one in seven in Italy have suffered gendered abuse. In many regions, victims have nowhere to turn for shelter. This course will examine domestic and sexual assault in intimate relationships from a feminist analysis. Historical, theoretical, and sociological perspectives on gender violence will be critically analyzed through criminology research, literature, and theory. Course context will focus on dominance and control as a co-factor of gender, race/ethnicity, socioeconomic class, age, sexuality, nationality, and other variables. Therefore, the course will highlight the differential impact of gender violence on women of color, lesbians, older women, adolescent girls, immigrants and marginalized and disenfranchised women. Domestic and sexual violence in contemporary Italy will also be reviewed and analyzed in the context of international contexts. This course will be taught in Italian. Prerequisite: ITAL 102 or permission from instructor

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

Counts toward Praxis Program

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

Not offered 2020-21

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ITAL B306 Youth in 20th Century Italian Literature and Cinema**

Not offered 2020-21

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will

be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ITAL B312 Black, Queer, Jewish Italy**

Fall 2020

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call 'otherness' at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten's work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

Course does not meet an Approach

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

### **ITAL B315 A Gendered History of the Avant-Garde**

Not offered 2020-21

The very concept of 'avant-garde' is steeped in a masculine warlike imagery, and the founding manifesto of Futurism even glorifies 'contempt for the woman'. Yet, feminine, queer, androgynous, and non-binary perspectives on sexual identity played a central role -- from Rimbaud to current experimentalism -- in the development of what has been called 'the tradition of the new'. In this seminar we will explore such a paradoxical anti-traditional tradition through texts, images, sounds, and videos, adopting a historical prospective from early 20th century movements to the Neo-Avant-Garde. We will unearth the stories and works of great experimentalists who have been neglected because of their gender. We will deal with poems made up entirely of place names, of recorded noises, of typographical symbols. Taking advantage of the college's collection and library, we will try to read texts with no words, surreal stories, performances, objects, and we will make our own avant-garde experiments. Course taught in English, no previous knowledge of Italian required.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Museum Studies

### **PHIL B221 Ethics**

Fall 2020, Spring 2021

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward International Studies

### **PHIL B225 Global Ethical Issues**

Spring 2021

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward International Studies

### **PHIL B252 Feminist Theory**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **POLS B290 Power and Resistance**

Not offered 2020-21

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions

## GENDER AND SEXUALITY STUDIES

of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

### **PSYC B375 Movies and Madness: Abnormal Psychology Through Films**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet Russia& Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

### **SOCL B102 Society, Culture, and the Individual**

Fall 2020, Spring 2021

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward International Studies

### **SOCL B201 The Study of Gender in Society**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### **SOCL B205 Social Inequality**

Spring 2021

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Gender and Sexuality Studies

### **SOCL B217 The Family in Social Context**

Not offered 2020-21

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and

medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### **SOCL B225 Women in Society**

Spring 2021

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South - those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improved. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the "Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system" (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course's final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

### **SOCL B235 Mexican-American Communities**

Fall 2020

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Praxis Program

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **SOCL B262 Public Opinion**

Fall 2020

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time.

## GENDER AND SEXUALITY STUDIES

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **SOCL B263 Dimensions of Power: Micro, Meso, and Macro**

Not offered 2020-21

What is power? How does it operate at different levels in society--through one-on-one interactions, organizational and societal (class, race/ethnic, gender) structures, and cultural norms? In this course, we will explore these questions by reading about sociological understandings of power and applying those theories to our everyday lives. As part of this course, students will collect qualitative data and analyze it based on theories of power. No prior data-collection experience is necessary.

Course does not meet an Approach  
Counts toward Gender and Sexuality Studies

### **SOCL B276 Making Sense of Race**

Fall 2020

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B278 Gender, Race, and Health in Global Perspective**

Spring 2021

This course explores the ways in which ideas about gender, race, and health are mutually constitutive. That is, how do medical and biological sciences shape our understandings of gender, race, and other social categories and the bodies that inhabit them? How do our ideas about these categories influence our understanding of and collective reaction to major health debates? How might our approach to questions of health be better informed by contemporary theories of gender, race, and sexuality? Particular attention will be given to human rights and social justice aspects of these relationships.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

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

Fall 2020

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence

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

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B326 Feminist Perspectives on Hlth**

Not offered 2020-21

Increasingly, an individual's sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **SOCL B342 Bodies in Social Life**

Not offered 2020-21

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an "absent presence" in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a "right" body? Suggested preparation: At least one course in the social sciences.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **SOCL B350 Movements for Social Justice in the US**

Not offered 2020-21

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will



examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.

Counts toward Gender and Sexuality Studies  
Counts toward Peace, Justice and Human Rights

### **SPAN B223 Género y modernidad en España**

Not offered 2020-21

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. Prerequisites: B120 or a SPAN 200-level course.

Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B309 La mujer en la literatura española del Siglo de Oro**

Not offered 2020-21

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B314 Latinoamérica: Diversidad Conflicto Cult**

Not offered 2020-21

This class studies the representation of regional, national, and individual identity in contemporary Latin American novels. Works include novels from Argentina, Brazil, Chile and Peru written by female and male writers. The selected novels present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. Several primary questions will guide our analysis of the course texts: What is identity? How are national and regional identities constructed and why? What are the socio-historical, cultural and political influences on identity? What does the study of the Latin American novel reveal about the relationship among economic development, the construction of social identities, and citizenship? How can the study of the novel help us to understand the dynamics of race, class and gender in specific Latin American contexts? Prerequisite: at least one SPAN 200-level course.

Course does not meet an Approach  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

## **GENERAL STUDIES**

General Studies courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered. These courses cut across disciplines and emphasize relationships among them. Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

### **Courses**

#### **GNST B118 Gender, Sexuality, and Society**

Spring 2021

This course will introduce students to major concepts, questions, and events in the field of gender, sexuality, and feminist studies through a range of sources. Students will explore how meanings of gender and sexuality have changed over time and the ways that cultural and historical contexts shape these meanings. Particular attention will be given to the intersections of gender and sexuality with race, class, and other social locations in order to understand a range of identities and structures of inequality. This course will challenge you to question taken-for-granted notions of gender and to consider alternative ways to make sense of gender and sexuality. This course is equivalent to GNST 109 as a gateway to the minor. This course counts towards a Sociology elective.

#### **GNST B290: Interdisciplinary Perspectives on Sex/Gender**

Spring 2021

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.

Counts toward Gender and Sexuality Studies

## GEOLOGY

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geochemistry or geochronology.

### Faculty

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

Selby Hearsh, Associate Professor of Geology

Katherine Marenco, Lecturer in Geology

Pedro Marenco, Associate Professor of Geology

Arlo Weil, Professor and Chair of Geology and the Marion Bridgman Slusser Professor of Science

The department seeks to give students a well-rounded Earth science education that balances fundamental knowledge of geology with broadly applicable problem-solving and communication skills. The integrated science of geology combines biology, chemistry, and physics as they apply to the workings of Earth and other planets. Well-trained geoscientists are increasingly in demand to address the environmental challenges and natural resource limitations of the modern world. A central tenet for understanding and predicting Earth processes and environmental change is the ability to decipher past Earth history from geologic records. Thus, the major in Geology includes study of the physics and chemistry of Earth materials and processes; the history of the Earth and its organisms; and the range of techniques used to investigate the past and present workings of the Earth system. Field and lab experiences are essential parts of geology training, and field trips and lab work are part of all introductory courses, most other classes, and most independent research projects.

### Major Requirements

Thirteen courses are required for the major: GEOL 101 (How the Earth Works), 202 (Mineralogy), 203 (Biosphere through Time), 204 (Structural Geology), 205 (Sedimentary Materials and Environments), 208 (Super Lab), at least two semesters of quantitative or computational coursework (e.g., MATH 101 and 102 or alternates approved by your adviser), a two-semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122), GEOL 399, and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics, or computer science.

The writing requirement for the major in Geology is fulfilled in GEOL 203 (Biosphere through Time). This course includes a semester-long research project culminating in a scientific manuscript based on material collected in the field by enrolled students.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology are encouraged to attend a summer field course, usually following the completion of the 200-level courses.

All Geology majors participate in a senior capstone experience (GEOL 399), which is a seminar that meets weekly during Spring semester of their Senior year. The focus of the capstone

seminar is to reinforce students' ability to address geoscience questions and to communicate their findings orally and in writing. The team-taught senior seminar integrates the student's major curriculum with weekly speakers or peer-led discussions on cutting-edge research, and on the impact and relevance of geology to modern society.

### Thesis

At the discretion of the department faculty, rising seniors may undertake an independent thesis project (GEOL 398) in addition to mandatory full participation in the senior capstone seminar (GEOL 399). Student thesis projects must be supervised by a faculty advisor. The senior thesis is modeled after a Master's thesis project but is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed and agreed upon through consultation between the supervising faculty member(s) and the student. This is usually done during the second semester of a student's junior year. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and project support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

If approved to undertake a senior thesis, a student will enroll in GEOL 398 each of their final two semesters for a total of 1.0 credit (0.5 credits per semester). The thesis option adds the equivalent of one course to the standard Geology major requirements. The first semester will focus on thesis topic formulation, background research, and initiation of appropriate data acquisition. At the end of the first semester, the student must submit a formal written project proposal to department faculty members. This research proposal must demonstrate the student's ability to successfully complete a thesis during the following semester. Following review of submitted proposals, students or faculty members may choose or recommend, respectively, not to continue the independent thesis, in which case the student would not enroll for the second semester of GEOL 398.

### Honors

Honors are awarded to students who have outstanding academic records in Geology and allied fields, have completed an independent senior thesis project, and whose research is judged by the department faculty to be of the highest quality.

### Minor Requirements

A minor in Geology consists of two 100-level Geology courses, and any four of the 200- or 300-level courses offered by the department. Two 0.5 credit courses may be combined to count toward one of the 100-level courses. Alternatively, an additional 200- or 300-level course may be substituted for one of the 100-level courses to meet the minor requirements.

### Concentration in Geochronology

The geochronology 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 geochronology concentration

consists of 13 courses: GEOL 101, 202, 203, 204, 205, 208, 270, and 399; two semesters of chemistry; two semesters of math, statistics, or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Casey Barrier (Anthropology) or Peter Magee (Archaeology).

## Concentration in Geochemistry

The geochemistry concentration encourages students majoring either in Geology or in Chemistry to design a course of study that emphasizes Earth chemistry. Paperwork for the concentration should be filed at the same time as the major work plan. For a Geology major with a concentration in geochemistry, the following are required: GEOL 101, 202, 203, 204, 205, 208, and 399; CHEM 103 (General Chemistry) and CHEM 104 (General Chemistry II); CHEM 211 (Organic Chemistry) or CHEM 231 (Inorganic Chemistry); GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires major advisor approval); one additional 300-level geochemistry-themed GEOL course or one additional advanced CHEM course. For a Chemistry major with a concentration in geochemistry, the following are required in addition to Chemistry major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works), GEOL 202 (Mineralogy/Crystal Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marengo (Geology) or Sharon Burgmayer (Chemistry).

## Courses

### GEOL B101 How the Earth Works

Fall 2020

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.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Environmental Studies

### GEOL B104 The Science of Climate Change

Spring 2021

A survey of the science behind climate change. Students will analyze climate data, read primary scientific literature, examine the drivers of climate change, and investigate the fundamental Earth processes that are affected. We will also examine deep-time climate change and the geologic proxies that Earth scientists use to understand climate change on many different time scales. This course is appropriate for students with little to no scientific background, but is geared toward students who

are considering a science major. Two 90-minute lectures per week. One required all-day field trip on a weekend.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Introduction to Data Science

### GEOL B108 Earth's Oceans: Past, Present, and Future

Spring 2021

This course is designed to expose students to the fundamentals of oceanography with an emphasis on how Earth's oceans are tied to life and climate and how we study these links in the present and in the fossil record. We will spend much time understanding how the modern ocean works and how biogeochemical cycles interact with it. A major focus will be how we can use the ocean's past and present to make predictions about its future.

Scientific Investigation (SI)

### GEOL B202 Mineralogy and Crystal Chemistry

Fall 2020

The crystal chemistry of representative minerals as well as the relationship between the physical properties of minerals and their structures and chemical compositions. Emphasis is placed on mineral identification and interpretation. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. One required field trip on a weekend. Prerequisite: introductory course in Geology or Chemistry (both recommended, one required).

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Geoarchaeology

### GEOL B203 Biosphere Through Time

Fall 2020

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system. Prerequisite: GEOL B101

Scientific Investigation (SI)  
Counts toward Environmental Studies

### GEOL B204 Structural Geology

Spring 2021

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus a required three-day, weekend field trip. Prerequisite: GEOL 101 and MATH 101.

Quantitative Readiness Required (QR)

## GEOLOGY

### **GEOL B205 Sedimentary Materials and Environments**

Spring 2021

An introduction to sediment transport, depositional processes, and stratigraphic analysis, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a one-day field trip. Prerequisite: GEOL 101, 102, or 103 or permission of instructor. Recommended: GEOL B202 and B203.

Course does not meet an Approach  
Counts toward Geoarchaeology

### **GEOL B206 Energy Resources and Sustainability**

Fall 2020

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Scientific Investigation (SI)  
Counts toward Environmental Studies

### **GEOL B208 Geology Super Lab**

Spring 2021

Students will learn the fundamentals of geological laboratory analysis via measurements on geological materials chosen by the students. We will utilize the analytical equipment and techniques available in the Geology Department including (but not limited to) X-ray diffractometry, thin-section petrography, carbon isotope mass spectrometry, and inductively-coupled plasma mass spectrometry. Emphasis will be placed on data processing and quantitative analysis of large datasets. Prerequisites: GEOL 101, GEOL 202, one other 200 level course, junior/senior status.

Scientific Investigation (SI)

### **GEOL B209 Natural Hazards**

Spring 2021

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.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Environmental Studies

### **GEOL B299 Geology Field Short Course**

Spring 2021

Geology majors choosing to participate in the annual Fall- or Spring-Break Geology Department Field Trip must enroll in GEOL B299. Enrollment in this class does not guarantee a spot on the field trip. Several pre-trip class meetings help maximize student engagement on the trip by providing a forum

for discussing the assigned readings. During the week-long field trip, students are exposed to geologic field methods while visiting sites that exemplify different geology from that at sites near campus. Geologic methods introduced include proper field note-taking, mapping and measuring geologic structures, and interpreting geologic history. Culminating work introduces students to geologic illustration and report writing. A passing grade requires full participation and engagement by the student before, during and after the field trip. At least one post-trip meeting is held on campus to synthesize the material covered, and to go over students' final reports. Prerequisite: GEOL B101, B102 or B103; and GEOL B202, B203, B204 or B205.

Scientific Investigation (SI)

### **GEOL B302 Low-Temperature Geochemistry**

Fall 2020

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.

Counts toward Environmental Studies

### **GEOL B304 Tectonics**

Not offered 2020-21

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.

### **GEOL B305 Igneous and Metamorphic Petrology**

Spring 2021

The study of igneous and metamorphic rocks, including their origins and modes of occurrence. The focus is on understanding how these rocks form, and on applying a combination of field methods, laboratory techniques, and theoretical understanding to interpret the origins of igneous and metamorphic rocks. The class will build on the study of mineralogy by examining assemblages of coexisting minerals, and what those assemblages reveal about the pressure, temperature, and chemical conditions under which a rock must have formed. For a culminating term project we will conduct an intensive study of local metamorphic rocks. Three lecture hours weekly and one weekly lab. One weekend field trip. Prerequisites: GEOL 202.

### **GEOL B310 Introduction to Geophysics**

Not offered 2020-21

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.

Counts toward Geoarchaeology

**GEOL B314 Marine Geology**

Not offered 2020-21

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior).

Counts toward Environmental Studies

**GEOL B350 Advanced Topics in Geology**

Section 001 (Spring 2021): Appalachian Geology

Section 001 (Spring 2020): Carbonate Petrology

Section 001 (Fall 2020): Geology and Colonialism

Section 001 (Fall 2019): Planetary Geology

Fall 2020, Spring 2021

This is a topics course. Course content varies. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change.

Current topic description: In the 18th and 19th centuries, Geology was expanding rapidly as a science -- and as a critical knowledge base for global trade in minerals, ores, and metals. As European explorers, military expeditions, and colonies expanded into more and more countries, they sent back specimens and data sets that fueled the development of Geology in Europe. In turn, advances in Geology made possible the extraction of geologic resources that fueled further European expansion. This course will examine the history of Geology in its colonial context, focusing on the relationships between early geologists, Indigenous peoples, colonial powers, and mining industries. Students will read primary literature from both Geology and the history of Geology, and will work with specimens and documents from the Bryn Mawr Mineral Collection.

Current topic description: This class explores the Appalachians, including investigation of the: margin of eastern Laurentia prior to orogeny, orogenic activity within the continental plates involved in Pangea amalgamation; evidence and ramifications for opening and closing of the major Paleozoic oceans; and implications of these tectonic events on Earth surface systems. This course involves paleontological, geochemical, and stratigraphic approaches of inquiry, and is discussion based with a focus on primary literature.

**GEOL B399 Senior Capstone Seminar**

A capstone seminar course required for all Geology majors. All Geology seniors will be required to participate in this two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). Enrollment required in two half-credit courses, one in the fall and one in the spring semester of the senior year. The focus of the seminar will be to integrate the student's major curriculum into open peer-led discussions on cutting edge research in the many diverse fields of Geology, to discuss the impact and relevance of Geology to modern society, and to work on oral and written communication skills.

**GEOL B400 Senior Thesis**

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project, but is scaled down for the shorter time frame (one versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

**GEOL B403 Supervised Research**

Optional laboratory or field research on a wide variety of topics, open to junior or senior majors. Interested students must consult with department faculty members as early as possible, preferably before the start of the semester, in order to choose a faculty supervisor. The student and faculty supervisor meet early in the semester to plan the research and discuss gradable outcomes (e.g., final research paper). Requires permission of the instructor and the major advisor.

**BIOL B236 Evolution**

Spring 2021

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Scientific Investigation (SI)

**BIOL B250 Computational Methods in the Sciences**

Not offered 2020-21

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

Counts toward Counts toward Neuroscience

## GERMAN AND GERMAN STUDIES

### Faculty

Michael Burri, Lecturer

Qinna Shen, Associate Professor and Chair of German

Margaret Strair, Instructor

The Bryn Mawr Department of German is the Bryn Mawr section of the Bi-College German Department and offers a fully coordinated program of courses with the Haverford College Department of German. By drawing upon the expertise of the German faculty at both colleges, the Department has established a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German and German Studies is to lay the foundation for a critical understanding of German culture in its contemporary global context and its larger political, social, and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly global world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in a German Studies concentration that covers German and German-speaking cultures from multiple perspectives, including those of history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology.

A thorough knowledge of German is a goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, film, gender and sexuality studies, growth and structure of cities, history, history of art, music, philosophy, and political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by the completion of two courses in German with an average grade of at least 2.0.

### Major Requirements

The Department of German and German Studies offers a two-track system for the completion of a major in German Language and Literature or in German Studies. Both major

tracks consist of 10 units. After the completion of German 002 (or its equivalent), the German major normally requires two intermediate German courses (101 and 102); two core courses (201 or 202 and 320 or 321); two elective German courses at the 200- and 300 level respectively; and finally one semester of Senior Conference or either an additional 300 level seminar in German or German 403 (Supervised Work) for double majors. Three courses could be non-German credit (at least one at the 300 level) in the broader area of German Studies with the approval of the department. If students are placed at the 200 level, they do not take 101 and 102. They take additional German courses at and above 200 level to fulfill the 10-credit requirement. Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. A German Studies major normally takes courses in subjects central to German culture, history, and politics. Within departmental offerings, GERM 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

The Department of German and German Studies offers Writing Attentive and Writing Intensive courses. Majors are required to take two Writing Attentive courses to help them develop critical writing skills and the ability to analyze literary texts in their historical and cultural contexts.

### Minor Requirements

A minor in German Language and Literature or in German Studies consists of six units of work. To earn a minor, students are normally required to take the intermediate German courses (101 and 102); two core courses (201 or 202 and 320 or 321); one elective German course at the 200- or 300 level; and one course could be non-German credit in the broader area of German Studies with the approval of the department. If students are placed at the 200 level, they do not take 101 and 102. They take additional German courses at and above 200 level to fulfill the 6-credit requirement.

### Senior Thesis Project

All of our majors are required to write a senior thesis in German, or--if they are double majors--to produce a thesis in a related discipline that has significant overlap with their work in German. They typically take a 300-level seminar in fall and write a research term paper which often becomes the foundation for their senior project.

### Learning Goals

In writing the senior thesis, the student should demonstrate a) the capacity to conceive a theoretically informed and well-designed research project b) the language skills to research and evaluate primary and secondary materials and to effectively synthesize these, and c) the analytical and methodological skills to produce an innovative and critically astute thesis.

### Assessment of Senior Thesis

The quality of the thesis is evaluated on the basis of the following criteria:

- Originality of topic
- Mastery of analysis

- Familiarity with primary and secondary literature
- Creative application of relevant theoretical discourses
- Clarity of writing

## Honors

Any student whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

## Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships and the Thomas Raeburn White Scholarship for summer courses at German universities, and selected JYA (Junior Year Abroad) Programs.

## Courses

### GERM B001 Elementary German

Fall 2020

Meets five hours a week with the individual class instructor, an additional one hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context.

Course does not meet an Approach

### GERM B002 Elementary German

Spring 2021

Meets five hours a week with the individual class instructor, and one additional hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Prerequisite: GERM 001 or its equivalent or permission of instructor

Course does not meet an Approach

### GERM B101 Intermediate German

Fall 2020

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Class will meet for an additional hour with a TA. Prerequisite: Completion of GERM 002 or its equivalent as decided by the department and/or placement test.

Course does not meet an Approach

### GERM B102 Intermediate German

Spring 2021

This course is the continuation of GERM 101 (Intermediate German). We will concentrate on all four language skills—speaking, reading, writing, and listening comprehension. We will build on the knowledge that students gained in the elementary-level courses and then honed in GERM 101. Class will meet for an additional hour with a TA. This course will also provide students with an introduction to selected aspects of German culture. Prerequisite: GERM 101 or its equivalent as decided by the department

Course does not meet an Approach

### GERM B201 Advanced Training: Language, Text, Context

Not offered 2020-21

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Taught in German. Course content may vary.

### GERM B212 Marx, Nietzsche, Freud, and the Rhetoric of Modernity

Not offered 2020-21

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of "the history of the subject" into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of "the philosophical discourse(s) of modernity" (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Course is taught in English. One additional hour will be added for those students wanting German credit. Course counts toward Philosophy.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### GERM B231 Cultural Profiles in Modern Exile

Not offered 2020-21

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich

## GERMAN AND GERMAN STUDIES

Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward International Studies

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

Not offered 2020-21

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### **GERM B262 Topics: Film and the German Literary Imagination**

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Film Studies

### **GERM B316 Berlin in German Literature and Film**

Fall 2020

Taught in German. The major focus of this course is the spatialization of memory and history in exemplary novels and films on Berlin. These works analyze the palimpsestic sites of the city as a quasi-archive of political upheavals, public life, fine arts, the star-crossed German-Jewish symbiosis, World War II, and the cultures of the two postwar German states. Berlin underwent a tumultuous history in the twentieth century and encapsulates a kaleidoscope of modern German history, culture, and social life. Having served as the capital city of the Kingdom of Prussia (1701-1871), the German Empire (1871-1918), the Weimar Republic (1919-1933), the Third Reich (1933-1945), East Germany during the Cold War (1945-1990), and the reunified Germany, Berlin has captured different strata of history in its architecture, art, music, literature, and film. Since reunification, Berlin has been thriving and has become one of the most vibrant metropolises of the world, at once commemorating its past and addressing the constant challenges of an ever-changing world. Prerequisites: Placed at the advanced level in placement test; a 200-level course taught in German or with permission of instructor.

### **GERM B320 Topics in German Literature and Culture**

Section 001 (Spring 2021): Shadows of German Romanticism

Section 001 (Fall 2019): Sinn und Wahnsinn

Spring 2021

This is a topics course. Course content varies. Taught in German.

Current topic description: Romantic scientist and philosopher GH Schubert writes of a night side of nature that science had previously left to the realm of disbelief and miracles. Late

German Romantics such as ETA Hoffmann, Schubert, and others grappled with the dark, the demonic, and the irrational in their literary and scientific writings, plunging the depths of nature and even the human psyche itself. They represent, however, only one valence to "darkness" or "shadows" throughout German Romantic thought. Motifs of shadows and darkness permeate the works other Romantic writers and thinkers as a metaphor against the Age of Reason, but also as a reflection of the social, political, and philosophical crises that give rise to German Romanticism itself, even in its earlier forms. In this course, we will explore intersections between literary, philosophical, visual, and scientific culture to uncover the many dimensions of shadows and darkness and their role in shaping German Romanticism. We will also look at the enduring afterlives of German Romanticism in this vein, with the emergence of film and as found in the works of a few major filmmakers. Authors of study will include ETA Hoffmann, the Brothers Grimm, Ludwig Tieck, Friedrich Schlegel, Hegel, Dorothea Schlegel, Clemens Brentano, Adalbert von Chamisso, Karoline von Günderode, Heinrich Kleist, Annette Dröste von Hülshoff, and Novalis, among others. Possible sessions with special collections and manuscript collections at Bryn Mawr and around the Philadelphia area.

### **GERM B321 Advanced Topics in German Cultural Studies**

Not offered 2020-21

This is a topics course. Course content varies. Course is taught in English. There will be an additional hour in German for those students taking the course for German credit.

Counts toward Gender and Sexuality Studies

### **GERM B400 Senior Seminar**

Senior Seminar. Students are required to write a long research paper with an annotated bibliography.

### **GERM B403 Supervised Work**

### **GERM B421 German for Reading Knowledge**

This course is designed to prepare students to read and translate challenging academic texts from German into English. It presents an intensive examination of basic German grammar and syntax, together with strategies that will enable students to read and understand German texts essential for advanced study or learning in disciplines across the arts, social sciences, and humanities. Previous experience in German is an asset, but is not a class prerequisite. This course does not fulfill the Language Requirement.

### **COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

Not offered 2020-21

The course is in English. It examines the ban on books, films, and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. This semester our focus will be on Germany and China. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and



torture into idioms of resistance. Current focus: Censorship in Germany and China. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward East Asian Languages and Cultures

**COML B242 German Encounters w East Asia: A Transnational Cinema Course**

Spring 2021

Due to increased mobility in the age of globalization, the encounter between East and West has shifted from the imaginary to the real. Actual encounters provide the potential for debunking cultural myths and prejudices that an orientalist lens tended to produce. East and West both carry their own traditions, value systems, and distinct cultural identities. This sparks conflicts, but also generates mutual interest. In present-day Germany, the Asian-German connection constitutes a neglected aspect of multicultural discourses and thus deserves more scrutiny. This transnational film course focuses specifically on encounters between German-speaking countries and East Asia. Using film as the main medium, this course touches on prominent issues such as orientalism, race, gender, class, nation, and identity, which have been much studied by literary and cultural critics in recent years.

Counts toward Counts toward East Asian Languages and Cultures

Counts toward Counts toward Film Studies

**COML B293 The Play of Interpretation**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Counts toward Counts toward International Studies

**FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with

an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

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

Not offered 2020-21

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

Critical Interpretation (CI)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Film Studies

## GREEK, LATIN & CLASSICAL STUDIES

Students may complete a major in Greek, Latin, Classical Languages, or Classical Culture and Society. Students may complete a minor in Greek, Latin, or Classical Culture and Society. Students may complete an M.A. in Greek or Latin in the combined A.B./M.A. program.

### Faculty

Annette Baertschi, Associate Professor of Greek, Latin, and Classical Studies and Director of the Graduate Group

Catherine Baker, Mellon Post-Doctoral Fellow

Catherine Conybeare, Leslie Clark Professor in the Humanities and Professor of Greek, Latin and Classical Studies

Jennifer Devereaux, Lecturer

Radcliffe Edmonds, Paul Shorey Professor and Chair of Greek and Professor of Greek, Latin, and Classical Studies

Asya Sigelman, Associate Professor of Greek, Latin and Classical Studies

In collaboration with the Department of Classics at Haverford College, the department offers four major programs of study: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each major, all majors are expected to have read through the Classics Reading List before they participate in the Senior Seminar, a required full-year course. In the first term, students refine their ability to read, discuss, and critique classical texts through engagement with scholarship from various fields of Classics while in the second term, they conduct independent research, culminating in a substantial thesis paper and a presentation to the department. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

Students, according to their concentrations, are encouraged to consider a term of study during junior year in programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

Courses in Greek (GREK) and Latin (LATN) involve the study of the ancient language and reading texts in that language. Courses for which a knowledge of Greek or Latin is not required are listed under Classical Studies (CSTS).

### Greek

The major in Greek 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. Students who major in Greek pursue an intensive curriculum in the language, and in addition do work at the advanced level in allied fields.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing two semesters of Greek with an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

### Major Requirements

Requirements in the major are two courses in Greek at the introductory level, two courses at the 100 level, two courses at the 200 level, one course at the 300 level (or above) and the Senior Seminar and the thesis.

Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy.

In addition to completing the course requirements for the Greek major, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

By the end of the senior year, majors will be required to have completed a sight translation examination from Greek to English.

Prospective majors in Greek are advised to take Greek in their first year. Students entering with Greek may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible. Greek majors interested in pursuing advanced degrees are advised also to have a firm grounding in Latin.

### Minor Requirements

Requirements for a minor in Greek are two courses at the introductory level, two courses at the 100 level, two courses at the 200 level.

### Latin

The Major in Latin is designed to acquaint the student with Roman literature, history, and culture, which are examined both in their classical context and as influences on the medieval, Renaissance, and modern world. Students who major in Latin pursue an intensive curriculum in the language, and in addition do work at the advanced level in an allied field.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing two semesters of Latin with an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

### Major Requirements

Requirements for the major are two courses in Latin at the 100 level, two literature courses at the 200 level, two literature courses at the 300 level, HIST 207 or 208, Senior Seminar and thesis, and two courses to be selected from the following: Classical and Near Eastern Archaeology at the 100 level or above; Greek at the 100 level or above; French, Italian

or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major.

In addition to completing the course requirements for the Latin major, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

By the end of the senior year, majors will be required to have completed successfully a sight translation examination from Latin to English.

Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

### Minor Requirements

Requirements for the minor are normally six courses in Latin, including one at the 300-level. For non-majors, two literature courses at the 200-level must be taken as a prerequisite for admission to a 300-level course.

## Classical Languages

The Classical Languages major offers students the opportunity to gain proficiency in both Greek and Latin and to explore classical texts and the literary, historical, and philosophical contexts in which they emerged.

### Major Requirements

The requirements for the major, in addition to the Senior Seminar and the thesis, are eight courses in Greek and Latin including at least two at the 200-level in one language and two at the 300-level or above in the other, as well as two courses in ancient history and/or classical archaeology. In addition to completing the course requirements for the major in Classical Languages, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan. There are two final examinations, a sight translation from Greek to English and another from Latin to English.

## Classical Culture and Society

This bi-college major is designed to allow the student to use a strong foundation in Greek or Latin as the springboard for a focused study of the culture and society of classical antiquity, concentrating in one of the following areas: archaeology and art history, philosophy and religion, literature and the classical tradition, history and society.

### Major Requirements

The requirements for the major, in addition to the Senior Seminar and thesis, are nine courses distributed as follows:

- Two courses in either Latin or Greek beyond the elementary level
- One course in Greek and/or Roman history
- Three courses, at least two of which are at the 200 level or higher, in one of the following concentrations:

- o archaeology and art history,
- o philosophy and religion,
- o literature and the classical tradition,
- o history and society
- Three electives, at least one of which is at the 200-level or higher, and one of which is must be among the courses counted toward the history/society concentration (except in the case of students in that concentration)

In addition to completing the course requirements for the major in Classical Culture & Society, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

### Minor Requirements

The requirements for the minor are six courses drawn from the range of courses counted toward the major. Of these, two must be in Greek or Latin beyond the elementary level and at least one must be in classical culture and society at the 200-level.

## Courses Offered in Greek, Latin and Classical Studies

### CSTS B108 Roman Africa

Not offered 2020-21

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### CSTS B175 Feminism in Classics

Not offered 2020-21

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' Medusa and Butler's Antigone.

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies

### CSTS B201 Cleopatra: Passion, Power, and Politics

Not offered 2020-21

Cleopatra VII, the last ruler of Ptolemaic Egypt (69-30 BCE), has been a figure of continuous fascination and political

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resonance for over 2000 years. She was the most famous and enigmatic person in the ancient Mediterranean world while she was alive and, since then, she has been re-imagined by countless poets, dramatists, philosophers, filmmakers, musicians, and artists of all types. In this course, we will examine both the historical Cleopatra and her reception in various media in subsequent cultures and societies. In the first part, we will carefully study the ancient literary and material evidence to learn all we can about the real Cleopatra and the tumultuous times in which she lived. In the second part, we will then consider a selection of medieval, early modern, and contemporary representations of Cleopatra, ranging from Chaucer to Shakespeare's Antony and Cleopatra to HBO's series Rome and the use of Cleopatra in present-day advertising. Throughout our readings, we will focus on issues such as female agency and power in a man's world, beauty and the femme fatale, east vs. west, and politics and propaganda.

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

### **CSTS B203 Technology and Humanity in the Ancient World**

Fall 2020

In this course, we will study the development, impact, and ethical implications of technology in the ancient world. While investigating the attitudes toward technology expressed by scientific and non-scientific authors of the Graeco-Roman world, students will be exposed to perspectives and methods from a variety of disciplines including literary studies, anthropology, social psychology, and 4E cognition, engaging with questions related to areas of social justice, human ecology, artificial intelligence, urban planning, environmental management, and medicine. Through readings by authors such as Aristophanes, Euripides, Aristotle, Cicero, Seneca, Apuleius and Galen, we will discuss the technologies used to aid memory, carry out calculative activities, perform labor, influence human behavior, and improve quality of life. In addition to gaining a broad understanding of ancient technologies (real and imagined), students will a) become familiar with the major periods and events of Graeco-Roman history and be able to contextualize attitudes towards technology within those periods; b) become familiar with the styles of literature and material arts during major periods of Graeco-Roman history, and c) develop skills necessary for reading primary texts (literary, philosophical, and historical) as documents representing the intellectual history of classical antiquity. No previous knowledge of the ancient world is required.

Cross-Cultural Analysis (CC)

### **CSTS B205 Greek History**

Fall 2020

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles,

its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Inquiry into the Past (IP)

### **CSTS B206 Cosmos: Myth, Medicine, & Law in Ancient Greece**

Not offered 2020-21

The ancient Greek word 'cosmos' means 'order' or 'system'; it also means 'beauty' or 'adornment'. The Greeks thought of the world around them as an orderly system, adorned with beauty, but their imaginings of that order took many different forms, from the most fantastic of myths to elaborate mathematical and physiological models. This course explores the systems of order that the Greeks imagined for the universe - the macrocosm, for the human body - the microcosm, and for society - the the system of laws that brings order to humans in the world. Throughout the course, we examine the ways ideas of generation, justice, and gender inflect the cosmic systems, beginning with early Greek epic and moving through the philosophical texts (especially Plato's Timaeus), Hippocratic medical treatises, and lawcourt speeches. We will explore the discourses of myth, science, and law in the ancient Greek context and their relation to contemporary discourses. Students will gain familiarity with the conceptual schemas of ancient Greek thought that have been fundamental for cosmology, medicine, and law in the Western tradition and will learn to analyze the ways in which these models have shaped ideas of generation, justice, and gender throughout the ages. Students will also improve their skills of critical reading and analytic writing through their work with the readings and writing assignments in the course, and they will hone their skills of reasoned discussion in the class.

Cross-Cultural Analysis (CC)

### **CSTS B207 Early Rome and the Roman Republic**

Spring 2021

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

Inquiry into the Past (IP)

### **CSTS B208 The Roman Empire**

Not offered 2020-21

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.

Inquiry into the Past (IP)

**CSTS B211 Masks, Madness, and Mysteries: Introduction to Greek Tragedy**

Not offered 2020-21

This course will introduce the student to the world of Greek Tragedy as it flourished in Athens in 5th century BC. We will read the plays of Aeschylus, Sophocles, & Euripides and discuss the playwrights' treatment of myth, the role of the chorus, the relation between text and performance, and the relevance of Greek tragedy for subsequent centuries, down to the present day. Special attention will be given to modern performances of these ancient plays in theater and in film as well as to the themes of choral voice, disability, euthanasia, slavery; the impact of war on women & children; and the relation between mortals and immortals. Please Note: NO KNOWLEDGE OF ANCIENT GREEK IS REQUIRED. ALL TEXTS WILL BE READ IN ENGLISH!

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**CSTS B217 The Problem of Evil: Ancient Answers to a Difficult Question**

Not offered 2020-21

What is evil, and where does it come from? Ostensibly simple questions that demand good answers. In this course, we shall investigate how ancient authors grappled with the deeply human problems posed by our experiences of both natural and moral evils. Students will read a wide range of texts from Archaic Greece through the early Middle Ages, including drama, philosophy, legal speeches, religious texts, and commentaries. Throughout the course, students will be encouraged to rethink their own understanding of this problem and will have the opportunity to consider a number of related thematic questions (e.g., "Why do bad things happen to good people; how can God exist if there is evil?"). Near the end of the course, we shall continue this conversation into the present, taking a closer look at some modern case-studies such as the Milgram experiment. The course includes a field trip to Eastern State Penitentiary in Philadelphia.

Inquiry into the Past (IP)

**CSTS B221 Women of Roman Egypt**

Fall 2020

This course aims to be an introduction to the history of female persons in the ancient world. It focuses particularly on Roman Egypt, but covers a broad range of material spanning the period of 300 BCE - 476 CE. Students engage with a number of historical issues, such as legal personhood, access to education, political protest, economic freedom, religious practice, etc.. Students will acquire familiarity with a) Egypt as a part of the Greco-Roman world; b) the role of women in both Egyptian society and Rome more generally; and c) the written sources available for the study of female experience in the ancient world. Because the course focuses on the social, cultural, and institutional environments in which women operated, the topic offers itself as a useful study of the ancient world as a whole, as well as to particular issues of representation and authority. By the end of the course, students will have general understanding of Egypt as a part of the Graeco-Roman world, a keen understanding of how women operated in the society of Ancient Egypt (ca. 300 BCE - 450

CE), and the ability to form arguments about the historical relevance of our sources.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

**CSTS B226 Ecology of the Roman World**

Spring 2021

In this course, we will study Roman attitudes toward the natural world, reconstructing the environment in which Roman urban centers flourished. While investigating the attitudes towards the environment that the Romans expressed through their myths, poetry, philosophy, and material culture, students will gain exposure to perspectives and methods from a variety of disciplines including literary studies, archaeology and art history, anthropology, social psychology, and 4E cognition. Through readings by authors such as Cato, Varro, Columella, Lucretius, Virgil, Ovid, Horace, Cicero, Pliny and Seneca, we will discuss agriculture and pre-industrial economies, social (re)evolution, disease and famine, resource exploitation, and human interaction with the landscape through engineering. In addition to gaining a broad understanding of how the Romans interacted with and explained the world around them (and how they used that world to explain themselves), students will a) become familiar with the major periods and events of Roman history and be able to contextualize attitudes towards nature and the environment within those periods; b) become familiar with the styles of literature and material arts during major periods of Roman history, and c) develop skills necessary for reading primary texts (literary, philosophical, and historical) as documents representing the intellectual history of the Roman world. No previous knowledge of the ancient world is required.

Cross-Cultural Analysis (CC)

**CSTS B242 Magic in the Greco-Roman World**

Spring 2021

Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman World made use of magic to try to influence the world around them. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.

Cross-Cultural Analysis (CC)

**CSTS B310 Forming the Classics: From Papyrus to Print**

Not offered 2020-21

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques

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for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

### **CSTS B324 Roman Architecture**

Not offered 2020-21

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

### **CSTS B375 Interpreting Mythology**

Not offered 2020-21

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

### **CSTS B403 Supervised Work**

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

Counts toward Praxis Program

### **CSTS B610 Forming the Classics: From Papyrus to Print**

Not offered 2020-21

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

### **CSTS B612 The Literature of Exile**

Not offered 2020-21

This graduate seminar will introduce students to a range of writings produced by exiles, both Roman and "Greek," in the twilight of the Roman Republic and the first centuries of the Roman Empire. The purpose of the course is to allow students to examine various facets of exilic experience, including: grief, nostalgia, alienation, patriotism, and identity. Students will also consider how Roman imperial expansion conditioned the circumstances of exile and how exiles positioned themselves in relation to imperial power. Throughout the course, students will pay attention the manner in which both the genre of the exilic works under examination and the philosophical commitments of their authors affect the depiction of exile. One session of the course will be devoted to the reception of these texts in later periods. Primary sources are intended to be read in the original languages, but students with an interest in the topic who do not possess knowledge of Greek and/or Latin may make special arrangements with the instructor.

### **CSTS B614 Language and Loss**

Fall 2020

In Lyric Philosophy, Jan Zwicky remarks that "loss is perhaps the ultimate philosophical problem." In this seminar--a joint venture of Bryn Mawr classical studies and Villanova philosophy--we will explore languages of loss and their uneasy place within philosophical forms of liberation. Our main readings will be Cicero's Tusculan Disputations, Augustine's De magistro and Confessions, and Wittgenstein's Philosophical Investigations. No proficiency in Latin is required for the course (we will be reading texts in translation), but students who do have proficiency will have opportunities to make use of it.

### **CSTS B635 The Alexandrian Tradition in Roman Poetry**

Not offered 2020-21

The goal of this seminar is to introduce students to the Greek poetry of the last three centuries BCE, most notably that of Callimachus and Theocritus, and its reception and transformation in Rome in the late Republic and early imperial era. We will be reading a wide range of sources, both in Greek and Latin, including - next to the aforementioned - authors such as Moschus, Parthenius, Catullus, Vergil, and Statius. In addition, we will discuss past and present scholarship devoted to individual texts and the relationship between the Hellenistic

poets and their Roman successors in general. Specifically, we will examine the complex Roman engagement with Greek literary and intellectual culture, the construction of poetic affiliations and literary genealogies, the adoption of particular poetic modes and practices, and the re-appropriation of Greek bucolic in Latin pastoral.

### **CSTS B638 Colonies and Colonization in the Ancient Mediterranean**

Not offered 2020-21

This course examines the history and archaeology of Phoenician, Greek, and Roman colonization in the Mediterranean during the 1st millennium BCE. Drawing on case studies from across the region, especially in the western Mediterranean, we will explore the nature of this colonial phenomenon, with a particular focus on the ways in which ancient sources, archaeological evidence, and modern approaches and agendas have shaped and re-shaped our understanding of the colonization process, colonial networks and landscapes, and the interaction between colonial communities and their neighbors.

### **CSTS B639 Italy and the Rise of Rome**

Fall 2020

This course examines the archaeology and history of the Italian peninsula in the first millennium BCE, with a particular focus on the dynamics of Rome's rise from small settlement to the dominant power on the Italian peninsula. Through an examination of the textual, epigraphic, numismatic, and archaeological evidence from Rome and the other major powers in Italy in this period, including the Etruscans, Samnites, and Greek colonial cities, we investigate the major debates and issues surrounding Rome's rise to power, including the nature of Roman imperialism, processes of "Romanization" or acculturation among non-Romans, and the social and political conflicts and pressures which played a role in shaping the character of the Roman state in the first millennium BCE.

### **CSTS B645 Ancient Magic**

Spring 2021

Magic - the word evokes the mysterious and the marvelous, the forbidden and the hidden, the ancient and the arcane. But what did magic mean to the people who coined the term, the people of ancient Greece and Rome? Drawing on the expanding body of evidence for ancient magical practices, as well as recent theoretical approaches to the history of religions, this seminar explores the varieties of phenomena labeled magic in the ancient Greco-Roman world. Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world did not only imagine what magic could do, they also made use of magic to try to influence the world around them. The seminar examines the primary texts in Greek, the tablets and spell books, as well as literary descriptions of magic, in the light of theories relating to the religious, political, and social contexts in which magic was used.

### **CSTS B675 Interpreting Mythology**

Not offered 2020-21

The myths of the Greeks have provoked outrage and

fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.

### **CSTS B701 Supervised Work**

Fall 2020, Spring 2021

### **GREK B010 Traditional and New Testament Greek**

Fall 2020

This is the first half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax as well as to provide them with experience in reading short sentences and passages in both Greek prose and poetry.

Course does not meet an Approach

### **GREK B011 Traditional and New Testament Greek**

Spring 2021

This is the second half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax. Once the grammar has been fully introduced, students will develop facility by reading parts of the New Testament and a dialogue of Plato. Prerequisite: GREK B010.

Course does not meet an Approach

### **GREK B101 Herodotus**

Fall 2020

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The "Father of History," as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The "Father of Lies," as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His 'historie' or inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

Critical Interpretation (CI)

### **GREK B104 Homer**

Not offered 2020-21

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the *Odyssey*. Since Homer's poetic form is so important to the shape and texture of the *Odyssey*,

## GREEK, LATIN & CLASSICAL STUDIES

we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which remained remarkably influential in the Greek world for centuries. Prerequisite: One year of college level Greek or equivalent.

Critical Interpretation (CI)

### **GREK B201 Plato and Thucydides**

Fall 2020

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **GREK B202 The Form of Tragedy**

Spring 2021

This course will introduce the student to two of the three great Athenian tragedians--Sophocles and Euripides. Their dramas, composed two-and-a-half millenia ago, continue to be performed regularly on modern stages around the world and exert a profound influence on current day theatre. We will read Sophocles' *Oedipus Tyrannos* and Euripides' *Bacchae* in full, focusing on language, poetics, meter, and performance studies.

Critical Interpretation (CI)

### **GREK B350 Topics in Greek Literature**

Section 001 (Fall 2019): Pindar & Greek Lyric

Not offered 2020-21

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.

### **GREK B403 Supervised Work**

#### **GREK B602 Approaches to Homeric Epic**

Not offered 2020-21

A close study of the Homeric *Iliad*, and a survey of some major scholarly "camps" surrounding its interpretation. In addition to reading much of the epic in Greek, students should also expect to engage the methodologies that have been used to approach this peculiar, monumental poem. Oralist, narratological, neo-analytic, linguistic, historical and Marxist readings will be applied and dissected. Two oral reports and a research paper will be expected.

#### **GREK B607 The Hippocratic Corpus**

Not offered 2020-21

Thinking about ancient medicine is a process not only of discovering lost knowledge but also of recreating lost ignorance. Widespread acquaintance with scientific medicine makes it a challenge for twenty-first century readers to imagine what it would be like not to have exact knowledge about basic anatomy or physiology, to say nothing of biochemistry and genetics, and studying ancient medicine can sometimes seem to be merely an outlet for antiquarian curiosity. But in principle, reading an ancient medical text should be no different from reading any other ancient work. Like Plato, Thucydides, or the dramatists, the Hippocratic Corpus invites us to think about what it means to be human, how we can know anything about the world, and how we ought to act toward our fellow humans. This seminar, then, will focus on Hippocratic anthropology, epistemology, and ethics. We will apply the techniques of classical philology--close reading, careful attention to style and rhetoric, and consideration of a work's situation and context--to a selection of works from the Hippocratic Corpus, and to a few other texts more or less contemporary with it. Readings in secondary scholarship will provide additional knowledge and springboards for discussion. Our goal will be to understand the Hippocratic Corpus as part of ancient Greek literary culture.

#### **GREK B609 Pindar & Greek Lyric**

Not offered 2020-21

We will begin with a careful reading of Pindar's shorter odes, then proceed to his most famous long odes (*Olympian 1*, *Pythian 3*, *Pythian 1*) and then consider interpretative strategies (past, present, and future) as we survey the rest of the odes. One additional hour of reading TBA.

#### **GREK B615 Aeschylus' Oresteia**

Not offered 2020-21

In this seminar we will conduct an in-depth reading of Aeschylus' *Oresteia* trilogy (*Agamemnon*, *Libation Bearers*, and *Eumenides*). We will explore Aeschylus' poetic craft including metrics, vocabulary, syntax, metaphor-construction, plot patterns, rhetoric, character-portrayal, and staging. Special attention will be devoted to close study of choral lyric passages and the language and function of the tragic chorus. We will devote some time each week to scansion and out loud recitation of the choral odes with the aim of developing a feel for the text as poetry. Weekly secondary reading selections and oral in-class reports will be geared toward giving students a good sense for dominant interpretative trends in Aeschylean scholarship. We will also be looking at some of the incredible detective work done by twentieth-century editors in their endeavor to reconstruct Aeschylus' often fragmentary and obscure text. Towards the second half of the semester, students will begin working on research papers.

#### **GREK B630 Euripides**

Spring 2021

In this seminar we will look closely at several plays of Euripides, paying special attention to the tragedian's language and meter. We will also read widely in 20th and 21st century scholarship on Euripides.



**GREK B639 Greek Orators: Classical Athens**

Not offered 2020-21

The Attic orators provide a rich array of evidence for the social structures of men and women in ancient Athens, giving insights into aspects of personal life that literary texts rarely touch upon. In this seminar, we will explore the ideas of gender and citizenship as they are expressed in a number of the orations from 4th century Athens. We will examine the ways in which rhetoric is used in the speeches, with close attention to the kind of social and personal dynamics that were central to the forensic arena of this time period. A close reading of the texts themselves in the original Greek will help provide insight into the language of the courts, while the readings from modern scholarship will allow us to probe more deeply into some of the issues raised by the texts.

**GREK B644 Plato**

Not offered 2020-21

In this seminar, we will explore the central ideas of a Platonic dialogue as they are unfolded by the varying voices of the interlocutors. In the "Phaedo", Plato presents a poignant picture of the last hours of Socrates. Plato's dialogues all prompt questions about how to read and understand the complex interchanges between the interlocutors, but no dialogue presents these issues as prominently or paradoxically as the Phaedrus. In their rhetorical speeches on love, Phaedrus speaks for Lysias, while Socrates speaks for Phaedrus or for the nymphs or for Stesichorus. And for whom does Plato speak, or rather, write? And what does he mean when he writes for Socrates the speech that no one serious would ever put anything serious in writing? In this seminar, we will explore the ideas of speech and writing, dialogue and rhetoric, philosophy and eros in the Phaedrus. In addition to a close reading of the text itself, we will sample from the scholarly debates over the understanding and interpretation of the Phaedrus that have gone on over the past two and a half millennia of reading Plato's Phaedrus.

**LATN B001 Elementary Latin**

Fall 2020

Latin 001 is the first part of a year-long course that introduces the student to the language and literature of ancient Rome. The first semester focuses upon the grammar of Latin, developing the student's knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

Course does not meet an Approach

**LATN B002 Elementary Latin**

Spring 2021

Latin 002 is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student's knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient

authors provide the student with a deeper appreciation of the culture which used this language. Prerequisite: LATN B001.

Course does not meet an Approach

**LATN B110 Intermediate Latin**

Fall 2020

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: One year of college level Latin or equivalent.

Course does not meet an Approach

**LATN B112 Latin Literature**

Spring 2021

In the second semester of the intermediate Latin sequence, readings in prose and poetry are frequently drawn from a period, such as the age of Augustus, that illustrate in different ways the leading political and cultural concerns of the time. The Latin readings and discussion are supplemented by readings in the secondary literature. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Critical Interpretation (CI)

**LATN B202 Topics: Advanced Latin Literature**

Not offered 2020-21

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Critical Interpretation (CI)

**LATN B203 Medieval Latin Literature**

Spring 2021

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century. Prerequisite: At least one 200-level Latin course or equivalent.

Critical Interpretation (CI)

**LATN B205 Latin Prose Composition**

Not offered 2020-21

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.

**LATN B303 Lucretius**

Not offered 2020-21

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some

## GREEK, LATIN & CLASSICAL STUDIES

of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level or permission of instructor.

### **LATN B337 Vergil's Aeneid**

Not offered 2020-21

A complete reading and close study of Virgil, whose "afterlife," it has been said with little exaggeration, "is Western literature." We read all of the certain poems--Eclogues (c. 39 BCE), Georgics (c. 29 BCE), and Aeneid (c. 19 BCE)--completely in English, substantial portions of each in the Latin, and scholarship and criticism. Aiming at increased fluency in reading Latin poetry, we also seek to deepen our capacity to respond to this astonishing ancient poet rigorously and meaningfully. Attention is paid to some of Virgil's models in Latin and Greek and to some imitators especially in the European epic tradition.

### **LATN B350 Topics in Latin Literature**

Section 001 (Fall 2020): Petronius

Section 001 (Fall 2019): Postclass:Flavian/LateAnt/Ren

Section 001 (Spring 2021): Statius

Section 002 (Spring 2021): Modern Approaches to Ancient Emotion

Fall 2020, Spring 2021

This is a topics course. Course content varies.

Current topic description: The Greek and Roman erotic novels were the ancient equivalent of pulp fiction. At the same time, the Latin examples that survive, the *Satyricon* by T. Petronius Arbiter (? - 66 CE) and the *Metamorphoses* (or *Asinus Aureus*) by Apuleius of Madaura (c. 125 - c. 190 CE), are literary masterpieces that belong to the most entertaining and sophisticated works of ancient literature. In this seminar we will be reading substantial selections from Petronius' *Satyricon* as well as a number of other imperial writers (Seneca, Lucan, Persius, Pliny, and Suetonius) in order to gain insight not only into the current research on the ancient novel and satire, but also key aspects of Neronian culture and society.

Current topic description: Statius' *Thebaid* has moved from scholarly neglect to being the focus of immense interest and research in recent years. This seminar introduces students to the epic and the scholarship it has produced, as well as familiarizes them with important aspects of Flavian culture. Both Statius' poetic work and the reign of the Flavian emperors are characterized by the ambivalent desire to create continuity, while simultaneously distancing themselves from the past and claiming innovation. Particular attention will thus be paid to Statius' engagement with the literary tradition, especially Homer, Virgil, Lucan, and Greek tragedy, as well as his strategies to mark his departure from earlier poetic practices. At the same time, we will explore how Statius in his work responds to the changing political, social, and material contexts of his culture. Further topics will include the nature of imperial patronage, Flavian agonistic culture and cultural eclecticism, the formation of a literary canon, ideologies of power, and the poetics of civil war.

Current topic description: In addition to broadening student knowledge of classical texts and scholarship related to cognitive life and emotion in classical Rome, this seminar will

introduce students to the fundamentals of embodied cognition and its role in sociological approaches to literature and history. We will explore how ancient authors like Cicero, Ovid, and Seneca (among others) discuss and use the body to create meaning, how bodily meaning emerges through ancient texts, the ways in which cultural and environmental contexts shape the meaning of bodily experiences, how language is used to represent the various forms of social knowledge extrapolated from those experiences, and what implications such representations might have for our understanding of ancient culture and its reception.

### **LATN B403 Supervised Work**

### **LATN B625 Augustine and the Classical Tradition**

Not offered 2020-21

This course reads the work of Augustine of Hippo at three intense moments of his engagement with the classical tradition: in the late 380s, after his conversion; in his *Confessions*; and in the aftermath of the fall of Rome in 410. We shall combine close attention to Augustine's Latin with a study of major secondary works and a variety of critical approaches to Augustine and his thought.

### **LATN B633 Lucretius**

Not offered 2020-21

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level or permission of instructor.

### **LATN B637 Vergil Aeneid**

Not offered 2020-21

A complete reading and close study of Virgil, whose "afterlife," it has been said with little exaggeration, "is Western literature." We read all of the certain poems--Eclogues (c. 39 BCE), Georgics (c. 29 BCE), and Aeneid (c. 19 BCE)--completely in English, substantial portions of each in the Latin, and scholarship and criticism. Aiming at increased fluency in reading Latin poetry, we also seek to deepen our capacity to respond to this astonishing ancient poet rigorously and meaningfully. Attention is paid to some of Virgil's models in Latin and Greek and to some imitators especially in the European epic tradition.

### **LATN B641 Roman Emotion: Modern Approaches to Ancient Emotion**

Spring 2021

Emotions have long been an object of study in psychology and neuroscience, anthropology, sociology, and history, and historians have long been interested in the motivations and inner lives of individuals, much as they have generalized about the emotional states of people in collectives like villages, regions, and countries. In addition to broadening student knowledge of classical texts and scholarship related

to cognitive life and emotion in classical Rome, the course will introduce students to the fundamentals of embodied cognition, its linguistic implications, situatedness in culture, and role in sociological approaches to literature and history. We will explore how ancient authors discuss and use the body to create meaning, how bodily meaning emerges through ancient texts, the ways in which cultural and environmental contexts shape the meaning of bodily experiences, how language is used to represent the various forms of social knowledge extrapolated from those experiences, and what implications such representations might have for our understanding of ancient culture and its reception. Students will also be encouraged to reflect upon their status as historically contingent viewers and the properties of authority that emerge from bodily knowledge within their own readerly context.

### **LATN B648 Latin Epigram**

Not offered 2020-21

In this seminar we will explore the themes and aesthetics of the Latin epigram, a genre (or is it?) best known for its brevity and wit. After orienting ourselves in the epigrams of the Neoterics (Catullus, Cinna, Calvus, Caesar), our focus will turn to the poetry of Martial, whose accounts of Rome, its inhabitants, and their foibles exerted a profound influence on subsequent epigrammatists. We will consider Martial's poetry both thematically (poems on the city; women; scoundrels; patrons; long poems) and as constituents of organized, multi-faceted libri. To deepen our appreciation of Martial's poetic project, we will take occasional forays into para-epigrammatic genres and works (Priapea, Catalepton), as well as the scattered epigrams of authors both familiar (Ovid, Lucan, Seneca, Petronius) and obscure. We will also consider the evolution of the epigram from its inscriptional and epitaphic origins in Greek and Latin, and its development as a literary form by Hellenistic authors. In the final two weeks of the course, we will turn our attention to the reception of Martial by late antique (Ausonius, Claudian, Luxorius) and Neo-Latin poets (e.g. Pontano's Baiae, Panormita's Hermaphroditus, Marullo's reception of Catullus, Thomas More, John Owen). Readings in the original will be supplemented with relevant scholarship throughout. Students will enhance their core work on Latin epigram by reading--independently or in small-groups--a complementary genre or author in the original related to their interests (e.g. Greek epigram, Horace's Satires, Latin elegy, carmina epigraphica, Juvenal, Flavian epic, Pliny's Epistles, Christian epigram).

### **LATN B650 Topics in Latin Literature**

Section 001 (Fall 2019): Postclass:Flavian/LatAnt/Ren

Section 001 (Spring 2021): Statius

Section 002 (Spring 2021): Modern Approaches to Ancient Emotion

Fall 2020, Spring 2021

Advanced reading and interpretation of Latin literature: content varies

Current topic description: The Greek and Roman erotic novels were the ancient equivalent of pulp fiction. At the same time, the Latin examples that survive, the Satyricon by T. Petronius Arbiter (? - 66 CE) and the Metamorphoses (or Asinus Aureus) by Apuleius of Madaura (c. 125 - c. 190 CE), are literary masterpieces that belong to the most entertaining and sophisticated works of ancient literature. In this seminar we

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### **LATN B652 Problems in Roman History 2nd & 1st Centuries B.C.**

Not offered 2020-21

This course examines the history and politics of the later Roman republic (second and first centuries BCE) through the writings of selected authors (Livy, Sallust, Cicero and Caesar) and the evidence of contemporary material culture from the western Mediterranean and the Aegean.

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

Not offered 2020-21

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Middle Eastern Studies

### **ARCH B102 Introduction to Classical Archaeology**

Spring 2021

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

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Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Museum Studies

### **ARCH B110 The World Through Classical Eyes**

Spring 2021

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."

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

### **ARCH B215 Classical Art**

Fall 2020

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

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

### **ARCH B252 Pompeii**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
Counts toward Counts toward Museum Studies

### **ARCH B263 Roman Archaeology: Life in the City**

Not offered 2020-21

This course explores the art and architecture of ancient Rome from the Republic through the Empire. By focusing on specific topics, such as residences, markets, religious life, death and entertainment, and by surveying a rich variety of available evidence that spans from architectural remains, inscriptions and monuments to paintings, architectural sculpture and mosaics, the course highlights the importance of art historical and archaeological inquiry for our understanding of urban life and experience in one of the greatest cities of the ancient world.

Inquiry into the Past (IP)

### **ARCH B301 Greek Vase-Painting**

Fall 2020

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.

### **ARCH B306 Monumental Painting**

Not offered 2020-21

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts toward Counts toward Museum Studies

### **ARCH B359 Topics in Classical Art and Archaeology**

Spring 2021

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

### **ARCH B501 Greek Vase Painting**

Fall 2020

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.

### **GSEM B623 Figures of Resistance: Classical and Modern**

Not offered 2020-21

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, Prometheus (Great Britain, 1998), Liliana Cavani, The Year of the Cannibals (Italy, 1970), Amy Greenfield, Antigone/Rites of Passion (USA, 1991), Ingmar Bergman, Persona (Sweden, 1966), Miklós Jancsó, Electra, My Love (Hungary, 1974), Arthur Ripstein, Asi Es La Vida (Mexico, 2000), and Spike Lee, Chi-raq (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

### **GSEM B654 War and Peace in the Ancient World**

Not offered 2020-21

For centuries history has been perceived, written and taught as a series of wars and periods of peace. Yet, the question remains: what does it mean when a city, a state or a nation is at war, and how do different cultures and societies conceptualize peace? This interdisciplinary seminar explores theories and

practices of war and peace in the ancient world, examining the archaeological, epigraphic, and literary evidence. The archaeology of warfare will include battlefields, fortifications, arms and weapons, siege machines, war memorials, funerary monuments as well as the iconography of victors and victims. The literary sources that we will be reading, among them the Homeric epics, select passages from Greek and Roman historiography, philosophical and rhetorical works and ancient handbooks and manuals of warfare, will shed light on the recording of conflicts, the conduct of war, notions of power and peace, the depiction of leaders, the representation of violence, and strategies of commemoration. Investigating bodies of evidence, which are normally studied separately and within specific disciplinary formations, we aim to challenge the entrenched oppositions between archaeology, philology, and history and to engage in a discourse about the complex and changing conceptualizations of war and peace in the ancient world. We plan to have several guest lecturers. Students participating in this seminar will be expected to give oral presentations and to develop their special areas of interests in their research projects applying a variety of methods. No previous classics or archaeology training is required.

**HART B104 Critical Approaches to Visual Representation: The Classical Tradition**

Fall 2020

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**HIST B123 The Early Medieval World**

Not offered 2020-21

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire. This course number was previously HIST B223.

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

Counts toward Counts toward Middle Eastern Studies

**HIST B124 High and Late Middle Ages**

Not offered 2020-21

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. The course number was previously HIST B224.

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

**HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Middle Eastern Studies

**HIST B368 Topics in Medieval History**

Not offered 2020-21

This is a topics course. Topics vary.

**PHIL B101 Happiness and Reality in Ancient Thought**

Fall 2020, Spring 2021

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

**PHIL B212 Metaphysics**

Not offered 2020-21

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?

Critical Interpretation (CI)

**POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

Fall 2020

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Critical Interpretation (CI)

**POLS B320 Topics in Greek Political Philosophy**

Not offered 2020-21

This is a topics course, course content varies. Past topics include: Aristotle's Nicomachean Ethics and Politics and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

## GROWTH AND STRUCTURE OF CITIES

Students may complete a major or minor in Growth and Structure of Cities.

### Faculty

Jeffrey Cohen, Term Professor in Growth and Structure of Cities

Jennifer Hurley, Instructor

Min Kyung Lee, Assistant Professor of Growth and Structure of Cities

Gary McDonogh, Helen Herrmann Chair and Professor of Growth and Structure of Cities

Samuel Olshin, Senior Visiting Studio Critic

Lauren Restrepo, Assistant Professor of Growth and Structure of Cities

Matthew Ruben, Instructor

Daniela Voith, Senior Lecturer in Growth and Structure of Cities

The interdisciplinary major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes present analytic approaches that explore issues of changing forms of the city over time and explore the variety of ways through which women and men have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

Complementing the major, students may also choose to do a minor or a second major that allows them to complement their work in Cities with more specialized knowledge, whether in Environmental Studies, Economics, or studies of language and culture. Students also may apply for the 3-2 Program in City and Regional Planning in their junior year, offered in cooperation with the University of Pennsylvania, after filling prerequisites there.

### Major Requirements

A minimum of 15 courses (11 courses in Cities and four allied courses in other related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that entails extended analysis and writing (229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

Writing across multiple disciplines is central to the major, drawing on sources as varied as architectural and visual materials, ethnographic fieldwork, quantitative study, theoretical

reflection and policy engagement. Students write and receive commentary on their arguments and expression from their introductory classes through their required capstone thesis. While most courses in the major have important writing components, at the moment City 229 acts as our primary writing-intensive course, asking students to draw upon the breadth of their interests to focus on researching, writing and rewriting within a comparative framework. At the same time, students are encouraged to use other classes within the major to develop a range of skills in methods, theory and presentations, oral and written.

After these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two classes must be at the 300 level in Cities or cross-listed courses. A strong foundation in our varied methods is also intrinsic to the Cities major. In the introductory classes, students will be exposed to architectural and spatial analyses, qualitative and quantitative methods, and comparative case studies, based in an awareness of local and global histories. More specialized methods classes include CITY 217 (Social Science Methods), City 201 (GIS) and our architectural studio sequence (City 226/228), which allows students to make informed choices about careers in architecture and design. These classes, at the same time, speak to theory and data gained from other courses in Cities and related studies.

In the senior year, a capstone course is required of all majors. Most students join together in a research seminar, CITY 398, in the Fall of that year, writing a 40-60 page thesis on a topic of their choice, based on primary documents and original research and/or design. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Finally, each student must also identify four courses outside Cities that represent expertise to complement her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology, or anthropology for students more focused on the social sciences and planning, or courses that build on language, design, or regional interests. Any minor, concentration, or second major fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural design, who will need to arrange studio courses (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first year. Students interested in a second major should consult with advisers early on.

Students should also note that many courses in the department beyond the introductory sequence are not given every year; this is true as well with regard to cross-listed courses. Students should also note that courses may carry prerequisites in cities, art history, economics, history, sociology, or the natural sciences and have limited enrollment because of space and technology (Architecture Studio, GIS).

Cities students should test their knowledge through

engagement with cities worldwide beyond the classroom. Hence programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests and hone language skills. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year. Internships are also an important component of the program either in the summer or for credit with faculty supervision.

Over nearly five decades, Cities students have created major plans that have allowed them to develop their interests in cities with an eye toward future engagement with architecture, planning, ethnography, history, law, environmental studies, mass media, public health, the fine arts, and other fields. No matter the focus, though, each Cities student develops solid foundations in both the history of architectural and urban form and the analysis of urban culture, societies, and policy. Careful methodological choices, clear analytical writing, and critical visual readings constitute the hallmarks of the major. Strong interactions with faculty and other students and alums that will continue even after graduation also characterizes the department as a growing and creative social cohort beyond Bryn Mawr and Haverford as well.

## Minor Requirements

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

## 3-2 Program in City and Regional Planning

Over the past three decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with faculty early in their sophomore year.

## Courses

### CITY B185 Urban Culture and Society

Fall 2020

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.

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

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

Spring 2021

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.

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

### CITY B201 Introduction to GIS for Social and Environmental Analysis

Spring 2021

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

Quantitative Readiness Required (QR)  
Counts toward Environmental Studies

### CITY B207 Topics in Urban Studies

Not offered 2020-21

This is a topics course. Course content varies.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### CITY B214 The Philadelphia Mosaic: Immigrant Communities in the City

Not offered 2020-21

This course explores the experiences and city-making strategies of immigrant communities in the Greater Philadelphia Area from roughly the late 19th century to the present day. It sheds light on how immigrant communities have shaped the city at different points in time and how the Philadelphia metropolitan region, as an urban context, has shaped immigrants' lives. The course also familiarizes students with Philadelphia's history, transformations of the metropolitan region in recent decades and current economic, social and spatial dynamics as well as key immigration concepts and theories. This will be offered as part of the Trico-Philly program. The course will take place in Center City, Philadelphia. For additional information and the program application see the program's website <https://www.brynmawr.edu/philly-program>

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

### CITY B217 Research Methods in the Social Sciences

Section 001 (Fall 2019): Qualitative Methods

Fall 2020

This is a topics course. Course content varies.

Quantitative Methods (QM)

### CITY B226 Introduction to Architectural Design

Fall 2020

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor.

Critical Interpretation (CI)

## GROWTH AND STRUCTURE OF CITIES

### **CITY B228 Problems in Architectural Design**

Spring 2021

A continuation of CITY 226 at a more advanced level.

Prerequisites: CITY B226 or permission of instructor.

Course does not meet an Approach

### **CITY B229 Topics in Comparative Urbanism**

Section 001 (Spring 2021): Colonial & Post Colonial Reflections

Section 001 (Spring 2020): Divided Cities: Race, Class, Gender & Other Debate

Spring 2021

This is a topics course. Course content varies.

Current topic description: Probing the relations of colonial and post-colonial power that both structure and are structured by cities, this writing-intensive class employs a comparative case study approach to explore the social, cultural and spatial realities of everyday life in these deeply divided cities. We will examine and compare history, form and processes of differentiation and reconstruction of urban and national life in Hong Kong, Belfast, the Magreb-Paris axis, and the Mexican-American border.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CITY B250 Topics: Growth & Spatial Organization of the City**

Fall 2020

This is a topics course. Course content varies.

Current topic description: This course is intended as a venue for exploring the built fabric of cities over time -- observing larger scale topographies and armatures amid patterns of growth, distinctive built textures at the level of the block, and dominant building forms. Adopting an international range of examples, we will examine the effects of shaping forces and influential models, distributions of functions and populations, and purposeful ways that urban spaces have been represented, in order to learn to more effectively read the built form of cities.

Inquiry into the Past (IP)

Counts toward Environmental Studies

### **CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries**

Not offered 2020-21

The course frames the topic of architecture before the impact of 20th century Modernism, with a special focus on the two prior centuries - especially the 19th - in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscapes, formal analysis and research skills exercised in writing projects, class field-trips, and a nuanced mastery of the narratives embodied in the architecture of these centuries.

Inquiry into the Past (IP)

### **CITY B254 History of Modern Architecture**

Fall 2020

A survey of the development of modern architecture since the 18th century.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CITY B255 Survey of American Architecture**

Not offered 2020-21

This survey course examines architecture within the global framework of "the modern." Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of "the modern" were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **CITY B306 Advanced Fieldwork Techniques: Places in Time**

Fall 2020

A hands-on 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.

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

Not offered 2020-21

An advanced course for students with prior GIS experience involving individual projects and collaboration with faculty. Completion of GIS (City 201) or equivalent with 3.7 or above. Instructor permission required after discussion of project.

Quantitative Readiness Required (QR)

### **CITY B332 Paris: Making a Modern City**

Not offered 2020-21

This course explores 19th-century Paris from the French Revolution to the First World War, and studies how the city transformed into a modern capital. By engaging with history, architecture, art and literature, we will examine the social, cultural, political, and economic shifts and conflicts that shaped its built environment and influenced many other cities around the world.



**CITY B337 The Chinese City**

Not offered 2020-21

This course examines Chinese urbanization as both a physical and social process. Drawing broadly on scholarship in anthropology, political science, geography, and city planning, we will construct a history of the present of Chinese cities. By taking the long view on China's urban development, this course seeks to contextualize and make sense of the sometimes dazzling, sometimes dismal, and often contested landscape of everyday life in contemporary urban China. Prior familiarity with China and the Chinese language is welcomed but not required.

Course does not meet an Approach

**CITY B345 Advanced Topics in Environment and Society**

Section 001 (Fall 2020): The City and Nature

Fall 2020

This is a topics course. Topics vary.

Current topic description: The City and Nature: The Environmental Transformation of Modern Cities: The class examines the emergence of the modern city in Europe and the Americas in relation to their natural environments in order to understand how "country" and "city" were and continue to be mutually constitutive spaces and concepts. Focusing on the era of the Industrial Revolution and the rise of capitalism, the class studies how the planning, building, and regulating of urban built environments were embedded in practices to control, manage, and consume natural resources, and ultimately define nature. An integral part of this subject also concerns the people who both affected and were affected by the decisions to construct and manipulate the terrain, as well as the institutions that were built to manage and define new social relations and public responsibilities of the modern city.

Course does not meet an Approach  
Counts toward Environmental Studies

**CITY B360 Topics: Urban Culture and Society**

Section 001 (Spring 2021): New Urbanism and Its Discontents

Section 001 (Spring 2020): Urban Theory

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course will examine the theory and practice of New Urbanism, particularly in the context of North American planning and real estate development. Tracking the history and growth of the new urbanist movement; it will explore the work of significant practitioners in the field. We will look closely at plans and development projects across the full range of new urbanist practice - including rural-urban; greenfield, infill, and redevelopment schemes, in both modernist and traditional design languages - engaging with current critiques and trajectories of new urbanist ideas and work.

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

Section 001 (Spring 2020): Making & Remaking Philadelphia

Section 001 (Spring 2021): Making & Remaking Philadelphia

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course explores how governance, politics, economics, planning, and community and social action have shaped and continue to shape modern American cities, with a special focus on Philadelphia. Course content will include theoretical, historical, academic, and popular texts. Students will have the opportunity to interact with guest speakers active in various aspects of Philadelphia's urban landscape. Students also will conduct independent research on topics of their choosing.

**CITY B377 Topics in Modern Architecture**

Section 001 (Spring 2021): Writing Architecture

Spring 2021

This is a topics course on modern architecture. Topics vary.

Current topic description: This course centers on reading and responding to different species of writing about buildings and dialogues on architecture. These include present and past architectural criticism and the values embodied in it, architectural history in well-researched narratives; theory and argument meant to frame future architecture; architectural biographies; writing aimed toward past or present vernaculars; and the language and strategies of architectural description. The course will reach out broadly, to places near and afar and writing both old and new, in meetings each week to discuss what we have found, read, and written.

**CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses**

Not offered 2020-21

The campus and buildings familiar to us here at the College reflect a long and rich design conversation regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.

**CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis.

**CITY B403 Independent Study****CITY B415 Teaching Assistant**

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

**CITY B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts toward Praxis Program

## GROWTH AND STRUCTURE OF CITIES

### **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.

### **ARCH B104 Archaeology of Agricultural and Urban Revolutions**

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Geoarchaeology

Counts toward Counts toward Middle Eastern Studies

### **ARCH B203 Ancient Greek Cities and Sanctuaries**

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Museum Studies

### **ARCH B215 Classical Art**

Fall 2020

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **ARCH B244 Great Empires of the Ancient Near East**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Middle Eastern Studies

### **ARCH B252 Pompeii**

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Counts toward Museum Studies

### **ARCH B305 Topics in Ancient Athens**

Not offered 2020-21

This is a topics course. Course content varies.

### **ARCH B316 Trade and Transport in the Ancient World**

Not offered 2020-21

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

### **ARCH B359 Topics in Classical Art and Archaeology**

Spring 2021

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

### **ARCH B505 Topics in Ancient Athens**

Not offered 2020-21

This is a topics course. Topics vary.

### **CSTS B324 Roman Architecture**

Not offered 2020-21

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

### **ECON B208 Labor Economics**

Not offered 2020-21

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

### **ECON B213 Taming the Modern Corporation**

Not offered 2020-21

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution, and truth in advertising. Prerequisite: ECON B105.

### **ECON B214 Public Finance**

Not offered 2020-21

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Counts toward Counts toward Health Studies

### **ECON B225 Economic Development**

Spring 2021

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Counts toward Counts toward Environmental Studies  
Counts toward Counts toward International Studies

### **ECON B234 Environmental Economics**

Not offered 2020-21

Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105.

Counts toward Counts toward Environmental Studies

### **ECON B236 Introduction to International Economics**

Spring 2021

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, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts toward Counts toward International Studies

### **ECON B242 Economics of Local Environmental Programs**

Not offered 2020-21

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.

Counts toward Counts toward Environmental Studies  
Counts toward Counts toward Praxis Program

### **ECON B253 Introduction to Econometrics**

Spring 2021

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective. ECON H201 does not count as an elective.

Quantitative Methods (QM)

### **ECON B314 The Economics of Social Policy**

Not offered 2020-21

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.

### **ECON B324 The Economics of Discrimination and Inequality**

Not offered 2020-21

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, identifying sources of racial and gender inequality, and identifying sources of overall economic inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Counts toward Counts toward Gender and Sexuality Studies

### **ECON B335 East Asian Development**

Not offered 2020-21

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in

## GROWTH AND STRUCTURE OF CITIES

Northeast (China, South Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia, Singapore, Thailand and Vietnam) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Evaluates the impact of democratization in several of these polities on both the core development model identified as well as on development performance. Prerequisite: ECON 225; ECON 200 or 202; and ECON 253 or 304; or permission of instructor.

### **EDUC B266 Critical Issues in Urban Education**

Spring 2021

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. Weekly fieldwork in a school required.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Praxis Program

### **ENVS B200 The Edible Environment: Theory and Ethics**

Not offered 2020-21

The course addresses core philosophical questions related to food production, consumption, and representation. The focus is on topics that highlight how we engage with the environment based on what we eat, how we consume it, and the way we talk about it. In the first part (food production), we examine the significance of domestication, taxonomies of edible animals, plants, and microbes, and how recent (bio)technological possibilities are changing our approach to food production. In the second part of the course, we turn to the human body to discuss how hunger, pleasure and taste guide our food consumption. In the third part, we discuss how extant practices of labeling and food criticism influence our understandings of the edible environment. The class draws upon a wide range of resources, including classical and contemporary philosophical texts, food essays, magazine and newspaper articles, videos and images. The course counts as a Social Science/Humanities elective for the Environmental Studies Minor. Suggested preparation is one course in Environmental Studies OR one course in the Cities Program or permission of the instructor.

Course does not meet an Approach

### **GEOL B209 Natural Hazards**

Spring 2021

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.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

Counts toward Counts toward Environmental Studies

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

Not offered 2020-21

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **GERM B321 Advanced Topics in German Cultural Studies**

Not offered 2020-21

This is a topics course. Course content varies. Course is taught in English. There will be an additional hour in German for those students taking the course for German credit.

Counts toward Counts toward Gender and Sexuality Studies

### **GNST B245 Introduction to Latin American, Iberian and Latina/o Studies**

Not offered 2020-21

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Latin American, Iberian, and Latinx

Counts toward Counts toward International Studies

### **HART B253 Survey of Western Architecture**

Spring 2021

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.

Inquiry into the Past (IP)

### **HART B323 Topics in Renaissance and Baroque Art**

Fall 2020

This is a topics course. Course content varies. Current topics description: This seminar is concerned with both the history and the historiography of Mannerism. The first subjects are the works of art produced in Italy in the XVIth century in various mediums and in various cultural centers that are described now as Mannerist. And we will be interested in the influence of these works in other countries in Europe, bound in their various ways to the Italian tradition. But we are concerned also, and very seriously, with the critical history of these works and

the attention they have been given within the history of art, especially in Germany in the first years of this last century. We will also think about how far and how usefully the designation Mannerist, with or without a capital letter, can be used to speak of art at other moments and other cultural contexts. And it is this interest that will allow us to think about art beyond the XVth century, from the first years of this last century, even to the present.

### **HART B355 Topics in the History of London**

Not offered 2020-21

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa

Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Museum Studies

### **HIST B257 British Empire I: Capitalism and Slavery**

Not offered 2020-21

Focusing on the Atlantic slave trade and the slave plantation mode of production, this course explores English colonization, and the emergence and the decline of British Empire in the Americas and Caribbean from the 17th through the late 20th centuries. It tracks some of the intersecting and overlapping routes--and roots--connecting histories and politics within and between these "new" world locations. It also tracks the further and proliferating links between developments in these regions and the histories and politics of regions in the "old" world, from the north Atlantic to the South China sea.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **HIST B319 Topics in Modern European History**

Section 001 (Fall 2019): Metropolis: A Cultural History

Not offered 2020-21

This is a topics course. Course content varies.

### **HIST B325 Topics in Social History**

Section 001 (Fall 2019): Civil War, Race, Amer. Memory

Section 001 (Fall 2020): History of Sexuality

Fall 2020

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated.

Current topic description: This course addresses the social history of sexual practices, social and governmental regulation of sex, and the changing cultural meaning of sex in the U.S. from the 16th century to present. Topics include the intersection of race, sexuality, and settler colonialism, transgender history, the history of reproductive rights, sexuality as commodity, and

the social power present in the relationship between sexuality and disease.

Counts toward Counts toward Gender and Sexuality Studies

### **HIST B368 Topics in Medieval History**

Not offered 2020-21

This is a topics course. Topics vary.

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

Not offered 2020-21

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts toward Counts toward Museum Studies

Counts toward Counts toward Praxis Program

### **ITAL B319 Multiculturalism and Diversity in Medieval Italy**

Not offered 2020-21

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

### **MEST B210 The Art and Architecture of Islamic Spirituality**

Not offered 2020-21

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

## GROWTH AND STRUCTURE OF CITIES / HEALTH STUDIES

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Counts toward Middle Eastern Studies

### **POLS B222 Environmental Issues: Movements and Policy Making in Comparative Perspective**

Not offered 2020-21

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Environmental Studies

### **POLS B256 Global Politics of Climate Change**

Not offered 2020-21

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Environmental Studies

### **SOCL B205 Social Inequality**

Spring 2021

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics. Prerequisite: at least one additional sociology course or permission of instructor. Course is not available to freshmen.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Child and Family Studies

## HEALTH STUDIES

### Faculty

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

Susan White, Professor of Chemistry

The Health Studies Minor at Bryn Mawr and Haverford Colleges brings together courses and faculty members in the natural sciences, social sciences and humanities to guide students through the biomedical, cultural, ethical, and political questions that relate to health issues on local, regional and global scales. Our Colleges value the intersection of public health and social justice, and this new course of study will allow students to approach these vital issues with greater knowledge and understanding.

Given its multidisciplinary structure, the health studies minor will give scientific context to students in the social sciences and humanities who are interested in health policy, public health, law, medical ethics, social services, or health education. The minor also complements the curriculum for traditional science majors by providing important social and behavioral dimensions for those students planning to go into medicine, nursing, physical therapy, psychology and other clinical fields.

This is a Bi-College minor, and courses will be taught by Bryn Mawr College and Haverford College across many disciplines. When approved by the Co-Directors, selected courses for the minor may also be taken at Swarthmore College, University of Pennsylvania and while studying abroad.

#### Minor Requirements

The minor consists of a total of six courses, five of which must be outside of the student's major, and must include the following:

- A multidisciplinary introductory course taught by two faculty members from different academic divisions that must be taken before enrolling in the Health Studies Capstone Seminar. Introduction to Health Studies (HLTH H115B).
- Three core courses from a list approved by the Co-Directors. Two of these courses must be elected from a Department outside of the student's major and at least two of the courses should be at the non-introductory level. Students must take one course in each of three areas:
  - o M track: Mechanisms of disease and the maintenance of the health body (M)
  - o R track: Cultural and Literary Representations of Health and Illness (R)
  - o S track: Responses of familial, social, civic and governmental Structures to issues of health and disease (S)
- One additional course, outside the student's major. Students may choose either a core course (C) or one selected from a list of approved affiliate courses (A), which deal with health issues, but not necessarily as their primary focus.
- Health Studies Capstone Seminar. A capstone course organized around a theme, such as vaccines, AIDS, drug

abuse, disability, migration etc. Students will analyze current literature addressing the theme from their own disciplinary perspectives and will develop research proposals and collaborative projects.

## Sample Core Courses

Please Visit Haverford's Health Studies Web Page for Updates.

### Track M

- ANTH B208: Human Biology
- ANTH B317: Disease and Human Evolution
- BIOL B210: Biology and Public Policy
- BIOL B303: Human Physiology
- CHEM B315: Medicinal Chemistry
- GNST B201: Nutrition, Smoking, and Cardiovascular Health
- PSYC B209/H209: Abnormal Psychology
- PSYC B351: Developmental Psychopathology
- PSYC B395: Psychopharmacology
- PSYC B346: Pediatric Psychology
- BIOL H121: Poisons, Plagues, Pollution and Progress
- BIOL H125: Perspectives: Genetic Roil and Royal Families 0.5 credits
- BIOL H128: Perspectives: How Do I Know Who I Am? 0.5 credits
- BIOL H308: Immunology 0.5 credits
- BIOL H310: Molecular Microbiology 0.5 credits
- ICPR H311A: Reproductive Health and Justice
- PSYC H245: Health Psychology
- PSYC H318B: Neurobiology of Disease

### Track R

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- ANTH B331: Advanced Topics in Medical Anthropology
- PHIL B205: Medical Ethics
- ANTH H260: Cultures of Health and Healing
- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR H281: Violence and Public Health

### Track S

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- BIOL B210: Biology and Public Policy
- FREN B275/HIST B275: Improving Mankind: Enlightened Hygiene and Eugenics

- HIST B303: Topics in American History. Topic: History of Medicine in America
- HIST B336: Topics in African History. Topic: Social and Medical History of Medicine in Africa
- PSYC B231: Health Psychology
- PSYC B340: Women's Mental Health
- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR H311: Reproductive Health and Justice
- PSYC H242: Cultural Psychology
- PSYC H327: Supersized Nation: Understanding and Managing America's Obesity Epidemic

## Affiliate Courses

### Track M

- BIOL B201: Genetics
- BIOL B215: Experimental Design and Statistics
- BIOL B216: Genomics
- BIOL B255: Microbiology
- BIOL B271: Developmental Biology
- CHEM B242: Biological Chemistry
- SOWK B556: Adult Development and Aging
- BIOL H352: Cellular Immunology 0.5 credits
- BIOL H360: Bacterial Pathogenesis 0.5 credits
- CHEM H357: Topics in Bioorganic Chemistry 0.5 credits
- PSYC H223: Psychology of Human Sexuality

### Track R

- ITAL B208: Petrarca and Boccaccio in Translation
- ITAL B303: Petrarca and Boccaccio in Italian
- FREN B325: Topics: Etudes avancées. Topic: Lumières et Medicine
- PSYC B260: The Psychology of Mindfulness
- PSYC B375: Movies and Madness
- ICPR H207A: Disability, Identity, Culture
- ICPR H223: Mental Affliction: The Disease of Thought
- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights
- WRPR H120: Evolutionary Fictions Available only to HC first year students
- WRPR H161: Written on the Body: Narrative and the Construction of contemporary Sexuality Available only to HC first year students

### Track S

- BIOL B215: Experimental Design and Statistics
- ECON B214: Public Finance
- EDUC B225: Topics: Empowering Learners. Topic: Health Literacies in Context

## HEALTH STUDIES

- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights

## Courses

### HLTH B115 Introduction to Health Studies

Fall 2020

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

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Health Studies

### HLTH B398 Senior Seminar Health Studies

Required culminating seminar, which integrates the three tracks of the Health Studies minor. Students share and critically assess their own and fellow students' ongoing work to communicate across disciplines and understand the value and interconnectedness of different disciplinary approaches. Students present and defend their semester-long collaborative projects at the end of the course.

Counts toward Health Studies

### ANTH B207 Becoming Human: Evolutionary Perspectives on Human Anatomy

Spring 2021

Millions of years of evolution have shaped human anatomy, creating a unique bipedal ape with a very large brain. What can our bones, muscles, and physiology tell us about our evolutionary past? In this course you will learn about human biology from an evolutionary perspective by considering humans as primates with a unique evolutionary trajectory. We will consider both how humans are biologically unique and how our primate origins have shaped who we are today. Topics will include human osteology and odontology, functional anatomy, energetics, reproduction, and diversity. Furthermore, we will explore current hypotheses and evidence regarding important questions in human origins and evolution, including whether bipedalism is an efficient and effective form of locomotion, why human reproduction can be a difficult and dangerous process, and which modern day health issues are a result of a mismatch between our current lifestyles and our evolutionary adaptations. Prerequisite: ANTH B101 or permission of instructor.

Inquiry into the Past (IP)  
Scientific Investigation (SI)  
Counts toward Health Studies

### ANTH B312 Anthropology of Reproduction

Fall 2020

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on

reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor.

Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### ANTH B317 Disease and Human Evolution

Not offered 2020-21

This course provides an introduction to evolutionary, or Darwinian, medicine, a relatively new field that recognizes that evolutionary processes and human evolutionary history shape health among contemporary human populations, aiming to answer the question "why do we get sick?" The field of evolutionary medicine emphasizes ultimate explanations, such as how natural selection and other evolutionary forces shape our susceptibility to disease, and how we have adapted to resist disease. This perspective complements that of biomedicine, which generally focuses on identifying the proximate mechanisms that give rise to diseases and malfunctions. This course will examine a variety of diseases using an evolutionary perspective, such as emerging infectious diseases, mental health issues, and cancers. We will emphasize chronic diseases, such as cardiovascular disease, obesity, and diabetes, and will focus particularly on the role of diet and psychosocial stress in the development and progression of these conditions.

Counts toward Health Studies

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

Spring 2021

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

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### BIOL B201 Genetics

Fall 2020

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetic analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)



Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

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

Fall 2020

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Counts toward Environmental Studies

Counts toward Health Studies

### **BIOL B216 Genomics**

Not offered 2020-21

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.

Quantitative Methods (QM)

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

### **BIOL B352 Immunology**

Spring 2021

An introduction to immunology with a focus on the dynamic network of molecules and cells underlying the vertebrate immune response. This problem-based workshop course uses primary research articles and a curiosity-driven, open-ended laboratory research project to make sense of complicated biology and empower each student to build a big-picture view of this fast-moving, interdisciplinary field. Key themes include: immune cell specification and development; molecular recognition and immune cell signaling; generation of immunological memory; and cancer immunotherapies. Learning strategies include problem solving, small group discussion, and critical analysis of the primary literature. Three hours of class meetings and three hours of lab per week. Prerequisite: BIOL B110.

Counts toward Counts toward Health Studies

### **BIOL B255 Microbiology**

Spring 2021

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of

primary literature and student presentations. Three hours of lecture and three hours of laboratory per week. Prerequisites: BIOL 110 and CHEM B104.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Environmental Studies

Counts toward Counts toward Health Studies

### **BIOL B271 Developmental Biology**

Fall 2020

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

### **BIOL B303 Human Physiology**

Fall 2020

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course, or permission of instructor.

Counts toward Health Studies

### **CHEM B242 Biological Chemistry**

Fall 2020

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Course does not meet an Approach

Counts toward Counts toward Biochemistry and Molecular Biology

Counts toward Counts toward Health Studies

### **ECON B214 Public Finance**

Not offered 2020-21

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

## HEALTH STUDIES

and antipoverty programs; U.S. tax structure and incidence.  
Prerequisites: ECON B105.

Counts toward Counts toward Health Studies

### **FREN B275 Improving Mankind: Enlightened Hygiene and Eugenics**

Not offered 2020-21

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the latter is commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). This course is taught in English. Students who wish to get credit in French will meet one extra hour. Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Health Studies

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Middle Eastern Studies

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

Section 001 (Fall 2019): Hist of Global Health Africa

Section 001 (Fall 2020): Hist of Global Health Africa

Fall 2020

This is a topics course. Topics vary.

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **ITAL B303 Boccaccio, the Plague, and Epidemic Illness: Literature and Medicine**

Spring 2021

What are the responses to human suffering during outbreaks of epidemic illness? How can literature be a valuable tool for plague prevention in time of pestilence? This class explores crucial questions on how narrative works in medical contexts, with a focus on the Decameron and the black plague of 1348. Giovanni Boccaccio is the first writer to unite the literary topos of narration during a life-threatening situation with an

historical epidemic context in Medieval Italy. How does he tell his stories in time of illness and death? How do writers and other storytellers respond to dominant versions of health and medicine? Taught in Italian.

Counts toward Counts toward Health Studies

### **POLS B310 Comparative Public Policy**

Not offered 2020-21

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. Writing attentive. Prerequisite: One course in Political Science or public policy.

Course does not meet an Approach  
Counts toward Counts toward Environmental Studies  
Counts toward Counts toward Health Studies

### **PSYC B209 Abnormal Psychology**

Not offered 2020-21

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Course does not meet an Approach  
Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Health Studies

### **PSYC B231 Health Psychology**

Not offered 2020-21

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Course does not meet an Approach  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Museum Studies

**PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

**PSYC B314 Advanced Data Science: Regression & Multivariate Statistics**

Fall 2020

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. The last part of each class will be reserved for lab time to apply lessons from class to an assignment due the following week. Students are welcome to stay beyond the noon ending time to complete the assignment. Prerequisites: Required: PSYC Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class.

Counts toward Health Studies

**PSYC B316 Advanced Topics in Neuroscience: Drugs of Abuse**

Not offered 2020-21

This is a seminar course examining the neuroscience of common drugs of abuse including psychostimulants, opiates/opioids, nicotine, alcohol, and marijuana. The goal of the course is to explore progress in psychopharmacological research, while also discussing the societal ramifications of

addiction. We will also discuss these drugs of abuse in the context of the environmental factors that influence vulnerability to them. We will examine concepts such as the importance of age on drug abuse, and how the developing brain may be vulnerable to addiction. The plan is to draw on relevant literature in order to investigate these topics and explore the implications for human addicts.

Counts toward Health Studies

Counts toward Neuroscience

**PSYC B327 Adolescent Development**

Not offered 2020-21

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or permission of instructor. PSYC B205 is recommended.

Counts toward Health Studies

**PSYC B331 Health Behavior and Context**

Not offered 2020-21

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts toward Health Studies

**PSYC B351 Developmental Psychopathology**

Not offered 2020-21

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209.

Counts toward Child and Family Studies

Counts toward Health Studies

Counts toward Neuroscience

**PSYC B395 Psychopharmacology**

Spring 2021

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts toward Counts toward Health Studies  
Counts toward Counts toward Neuroscience

**SOCL B248 Sociology of Bioethics**

Not offered 2020-21

This course is a study of the field of bioethics using the tools of sociology. The study of bioethics as a discipline and as a profession will be explored by addressing a series of topics that have been prominent in the field. We will use sociological concepts and theory to investigate American bioethics, rather than conduct a study of the merits of the debates themselves. This approach will consider the cultural, social, political, and symbolic meanings of these bioethical issues. We will address questions about the stakeholders in the debates, the timing of the debates, the rise and fall of certain issues, and the charismatic influence of key players. A key component in the readings will be the connections to bio-medicine and issues of treatment versus enhancement. Readings will be drawn from philosophy, bioethics, sociology, feminist studies, and sociology of medicine. Suggested: One course in the social sciences and freshman students require permission from the instructor.

Cross-Cultural Analysis (CC)  
Counts toward Health Studies

**SOCL B278 Gender, Race, and Health in Global Perspective**

Spring 2021

This course explores the ways in which ideas about gender, race, and health are mutually constitutive. That is, how do medical and biological sciences shape our understandings of gender, race, and other social categories and the bodies that inhabit them? How do our ideas about these categories influence our understanding of and collective reaction to major health debates? How might our approach to questions of health be better informed by contemporary theories of gender, race, and sexuality? Particular attention will be given to human rights and social justice aspects of these relationships.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

**SOCL B304 Sociology of Medicine**

Not offered 2020-21

This course is an introduction to major topics in the sociology of medicine, with an emphasis on current American medical practice. A primary aim of the course is to use a sociological perspective to investigate our shared/contested understandings of illness and health, as well as the evolving medical responses to these human conditions. We will discuss the

structure of the medical professions, social organization of hospitals, social and cultural influences on doctor-patient communication and decision-making, and the history and social context of bioethics. The course will trace the influence of race, gender and economics on healthcare as we explore issues of legitimacy, training, professional socialization, patient autonomy, and barriers to access and provision of health services. Prerequisite: One sociology course.

Course does not meet an Approach  
Counts toward Health Studies

**SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

Fall 2020

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts toward Counts toward Education  
Counts toward Counts toward Health Studies

**SOCL B326 Feminist Perspectives on Hlth**

Not offered 2020-21

Increasingly, an individual's sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

**SOCL B342 Bodies in Social Life**

Not offered 2020-21

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an "absent presence" in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a "right" body? Suggested preparation: At least one course in the social sciences.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

## HEBREW AND JUDAIC STUDIES

Modern Hebrew language instruction is available at Bryn Mawr through the elementary level. Students may take Intermediate Modern Hebrew at the University of Pennsylvania. At Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

### Faculty

Nechama Sataty, Visiting Assistant Professor

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with a minimum grade of at least 2.0.

Courses

#### HEBR B001 Elementary Hebrew

Fall 2020

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system - its alphabet (Square letters for reading, cursive for writing) and vocalization - as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

#### HEBR B002 Elementary Hebrew

Spring 2021

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system - its alphabet (Square letters for reading, cursive for writing) and vocalization - as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

#### HEBR B403 Supervised Work

#### ITAL B312 Black, Queer, Jewish Italy

Fall 2020

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call 'otherness' at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten's work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

Course does not meet an Approach  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies

#### POLS B283 Middle East Politics

Fall 2020

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. Prerequisite: Any Intro level Political Science course.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Middle Eastern Studies

## HISTORY

Students may complete a major or minor in History.

### Faculty

M. Dale Booth, Lecturer

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

Madhavi Kale, Professor and Chair of History

Anita Kurimay, Associate Professor of History (on leave semesters I & II)

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

Elly Truitt, Associate Professor of History (on leave semesters I & II)

Sharon Ullman, Professor of History

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to experience the past through attention to long-range questions, comparative history, and complex causation. Students learn about particular periods, cultures, and historical moments alongside mastering the ability to consider multiple viewpoints, aggregate data, articulate research questions, marshal evidence, and construct arguments, and have opportunities to engage with digital humanities and public history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, and are open to all students, regardless of any prior instruction in History. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history through attention to primary sources, introduction to historiography, and mastery of chronology.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics at greater depth in a seminar setting. 300-level courses offer students opportunities to undertake significant intellectual projects based on research in primary and secondary sources.

### Major Requirements

Eleven courses are required for the History major, and two—Introduction to Historical Methods (HIST 299), and Approaches to Historical Praxis (HIST 398)—must be taken at Bryn Mawr. In HIST 299, students will be introduced to different historical frameworks and historiographic debates that animate the field. (Majors taking History 299 will fulfill the College's Writing Intensive requirement.) It is intended to prepare advanced sophomores and juniors to do advanced work at the 300-level and in some advanced 200-level courses. In HIST 398, which must be taken in Fall of senior year, the students complete a series of focused assignments designed to give them an opportunity to practice different ways of "doing history." Students will work with professors as well as other resources at

the College (archivists, librarians, digital technologists, Praxis Program, etc.) to articulate a historical question, research it, and produce a final project. This final project may be a term paper, but might also take the form of a digital project, an exhibit, a short film, a Praxis internship in a museum or archive, or something else. Upon successful completion of History 398, students may, if they wish, continue their project into a second semester. This is not required, but if students wish to do so, the department will authorize and provide support for an independent study in order to facilitate that ongoing work.

The remaining nine history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty). At least one course, at any level, must concentrate on the period before 1800.

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

### Honors

Majors with a cumulative GPA of at least 3.0 (general) and 3.6 (history) at the end of their senior year qualify for departmental honors.

### Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one course at any level that deals with the period before 1800, at least one 300-level course within the department, and two additional history courses within the department. No more than two course at the 100-level may count toward the minor.

### Courses

#### HIST B101 The Historical Imagination

Fall 2020

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.

Critical Interpretation (CI)

#### HIST B102 Introduction to African Civilizations

Fall 2020

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Critical Interpretation (CI)

Inquiry into the Past (IP)  
 Counts toward Africana Studies  
 Counts toward Gender and Sexuality Studies  
 Counts toward International Studies

### **HIST B123 The Early Medieval World**

Not offered 2020-21

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire. This course number was previously HIST B223.

Cross-Cultural Analysis (CC)  
 Inquiry into the Past (IP)  
 Counts toward Middle Eastern Studies

### **HIST B124 High and Late Middle Ages**

Not offered 2020-21

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. The course number was previously HIST B224.

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

### **HIST B127 Indigenous Leaders 1492-1750**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
 Inquiry into the Past (IP)  
 Counts toward Latin American, Iberian, and Latinx Studies  
 Counts toward Peace, Justice and Human Rights

### **HIST B128 Crusade, Conversion and Conquest**

Not offered 2020-21

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.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Middle Eastern Studies

### **HIST B129 The Religious Conquest of the Americas**

Not offered 2020-21

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.

Cross-Cultural Analysis (CC)  
 Inquiry into the Past (IP)  
 Counts toward Latin American, Iberian, and Latinx Studies

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

Spring 2021

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Africana Studies  
 Counts toward Gender and Sexuality Studies

### **HIST B200 The Atlantic World 1492-1800**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
 Counts toward Africana Studies  
 Counts toward Latin American, Iberian, and Latinx Studies  
 Counts toward International Studies

### **HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

Fall 2020

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.

Inquiry into the Past (IP)  
 Counts toward Africana Studies  
 Counts toward Environmental Studies  
 Counts toward Latin American, Iberian, and Latinx Studies

## HISTORY

### **HIST B215 Europe and the Other 1492-1800**

Not offered 2020-21

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B218 Memories, Memorials, and Representations of World War I**

Not offered 2020-21

The course considers the historical origins and experience of World War I from a social and cultural perspective. We will think about why some people anticipated and willingly went to war while others were caught by surprise and also, how the experience of war differed on the home front and battlefield. Second, the course will look at the political, social, economic, and cultural consequences of the so-called, Great War. How did the end of the war affect people at the individual and community levels as well as nations as a whole? Finally, we will examine the various historical factors that influence how (and when) WWI has been remembered in modern Europe.

Inquiry into the Past (IP)

### **HIST B226 Topics in 20th Century European History**

Section 001 (Spring 2020): A Global History of Sports

Not offered 2020-21

This is a topics course. Course content varies.

Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies  
Counts toward Middle Eastern Studies

### **HIST B234 An Introduction to Middle Eastern History**

Fall 2020

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Inquiry into the Past (IP)  
Counts toward International Studies  
Counts toward Middle Eastern Studies

### **HIST B236 African History since 1800**

Section 001 (Fall 2020): Africa since 1800

Fall 2020

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward International Studies

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa

Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Museum Studies

### **HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe**

Not offered 2020-21

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed—from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the “New Woman”; abortion and contraception; the “sexual revolution” of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies



**HIST B241 America 1890-1945**

Not offered 2020-21

This course focuses on the first half of the twentieth century in the United States. An intense period of violent struggle over race, immigration, labor, income inequality, gender, and the very survival of American democracy in the face of global fascism, the early years of the twentieth century set the stage for the American society of today. One cannot fully understand what has happened to the U.S. right now without spending time in the first 40 years of the twentieth century.

Inquiry into the Past (IP)

**HIST B242 American Politics and Society: 1945 to the Present**

Spring 2021

How did we get here? This course looks at the stunning transformation of America after WWII. From a country devastated by economic crisis and wedded to isolationism prior to the war, America turned itself into an international powerhouse. Massive grass roots resistance forced the United States to abandon its system of racial apartheid, to open opportunities to women, and to reinvent its very definition as it incorporated immigrants from around the world. Simultaneously, American music and film broke free from their staid moorings and permanently altered international culture. Finally, through the "War on Terror", starting after 9/11, America initiated an aggressive new foreign policy that has shattered traditional rules of warfare and reoriented global politics. We will explore the political, social, and cultural factors that have driven modern American history. Inquiry into the Past (IP)

Inquiry into the Past (IP)

**HIST B243 Topics: Atlantic Cultures**

Section 001 (Fall 2020): Maroon Societies

Fall 2020

This is a topics course. Course content varies.

Current topic description: 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. Taking a comparative approach, we shall examine developments in North America, South America, the Caribbean, and Brazil.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies **HIST B245 Topics in Modern US History**

Not offered 2020-21

This is a topics course addressing public history in the U.S.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Museum Studies

Counts toward Praxis Program

**HIST B256 Disciplining bodies in motion:migration & colonial modernity**

Not offered 2020-21

Migration and borderlands dominate headlines as well as the everyday experiences of millions of people around the world, as vast numbers of human bodies move through spaces interrupted by variously-contested and regulated natural barriers (rivers, seas, mountains, deserts, etc.) and barricades (social, cultural and psychic as well as physical) constructed by not only States, but by a wide range of "non-State actors" as well. Notably, since 1984, according to the U.S. Department of Labor, the majority of migrants to this country have been women, a trend that is also evident elsewhere (within as well as across national borders). While migration arguably is a characteristic feature of humanity across time and space, this course will situate our current transnational conjuncture in the long duree of global migration engendered by developments at the turn of the 16th century, focusing on the migration of "labor" from the Indian subcontinent to the Pacific and Indian Oceans, the Persian Gulf, Africa, the Caribbean, the Americas, Britain, and Europe. Focusing on indentured and contract labor migration from British India, we will consider if and how the historically-contingent and sometime politically opportunistic and transactional tactics, regulations, protocols around these "labor" migrations contributed simultaneously to naturalizing and also obscuring gendered assumptions about work and (whether performed within, between or outside their spaces, still predicated on) households, (geographical) mobility, and the bodies (profoundly gendered, "raced," and hierarchized) that engage in all three. To what degree have techniques of governance (measuring, surveilling) practiced and routinized through the various colonial empires of the 19th and 20th centuries informed the production and circulation of knowledge (specifically academic disciplines like History) the naturalization of analytical and descriptive categories like labor, race and class -- and vice versa? .

Inquiry into the Past (IP)

Counts toward International Studies

**HIST B257 British Empire I: Capitalism and Slavery**

Not offered 2020-21

Focusing on the Atlantic slave trade and the slave plantation mode of production, this course explores English colonization, and the emergence and the decline of British Empire in the Americas and Caribbean from the 17th through the late 20th centuries. It tracks some of the intersecting and overlapping routes--and roots--connecting histories and politics within and between these "new" world locations. It also tracks the further and proliferating links between developments in these regions and the histories and politics of regions in the "old" world, from the north Atlantic to the South China sea.

Critical Interpretation (CI)

Inquiry into the Past (IP)

**HIST B258 British Empire: Imagining Indias**

Fall 2020

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

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward International Studies

### **HIST B263 Impact of Empire: Britain 1858-1960**

Not offered 2020-21

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).

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HIST B264 Passages from India: 1800-Present**

Not offered 2020-21

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.

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

### **HIST B265 Colonial Encounters in the Americas**

Not offered 2020-21

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B268 Telling Bryn Mawr Histories: Topics, Sources, and Methods**

Not offered 2020-21

The course covers historical research practices and methods, and will familiarize participants with the College’s curatorial and archival collections, so that each student might frame an individual research project.

Course does not meet an Approach

### **HIST B270 The History of the Book with Digital Methods**

Not offered 2020-21

This course aims to interrogate the cultural history of books from the earliest printed books in western society (incunables) to e-books in the modern era. While this course is designed to give students a sense of how books, broadly construed, evolved between the 15th century and the present, it places an emphasis on books as material objects, the generative processes of book creation, and the human labor driving said processes, with an eye to how cultural and social hierarchies (i.e., race, class, and gender) structure interaction with books. This class is also designed to give students perspective on the various ways scholars of various disciplines, archivists, librarians, conservators, and collectors think about books. This is a discussion and activity-heavy class that will alternate between close examination of archival holdings in Bryn Mawr College’s Special Collections and critical making activities. Critical making activities are designed to help students understand book making processes, and may involve printing demos, paper marbling, or simple bookbinding. Students will be exposed to various digital tools throughout the semester and propose and complete a digital final project based on primary research.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HIST B274 Focus: Topics in Modern US History**

Section 001 (Spring 2020): Leisure and Society: Tourism & Class

Section 002 (Spring 2020): Leisure and Society: Baseball & Class

Not offered 2020-21

This is a topics course in 20th century America social history. Topics vary by half semester

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Museum Studies  
Counts toward Praxis Program

### **HIST B284 Movies and America: The Past Lives Forever**

Not offered 2020-21

Movies are one of the most important means by which Americans come to know - or think they know--their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course

we will examine the complex cultural relationship between film and American historical self-fashioning.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Gender and Sexuality Studies  
 Counts toward Film Studies  
 Counts toward Visual Studies

### **HIST B286 Topics in the British Empire**

Not offered 2020-21

This is a topics course covering various “topics” in the study of the British Empire. Course content varies.

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

### **HIST B292 Women in Britain since 1750**

Not offered 2020-21

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.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Gender and Sexuality Studies

### **HIST B298 Politics of Food**

Not offered 2020-21

Politics shapes what appears on our plates as well as where we set our table. It all has a history. In America with its confounding combination of engorging bounty and tragic poverty, food represents a special nexus of the political and the personal. This course looks at the history and politics of eating, producing, and consuming food in the United States. Course topics include how food shaped both external and internal migrations to the United States; how American foreign policy from the Cold War to today helps us understand global food and refugee crises; the history and politics of food aid, and the transformation of food consumption in modern America.

Inquiry into the Past (IP)  
 Counts toward Gender and Sexuality Studies

### **HIST B299 Exploring History**

Spring 2021

This course is designed to introduce history majors to the debates governing the production of historical knowledge which dominate the discipline. Although undergraduates often read history monographs as finished and “complete” projects, in fact each of these works is always deeply contested - both in terms of method and product. The goal of this course is to not only reinforce habits of critical textual reading but to provide students the tools to critically “read” the entire project of writing history. Required for History Majors.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)

### **HIST B303 Topics in American History**

Section 001 (Fall 2019): American “Fascisms”

Section 001 (Fall 2020): Radical Movements

Fall 2020

This is a topics course. Course content varies. Recent topics have included medicine, advertising, and history of sexuality. Course may be repeated for credit.

Current topic description: Americans have often resisted perceived oppression through radical means. Although commonly erased by history or marginalized in memory as ineffective, in fact radical movements have profoundly transformed the course of American history. The seminar focuses on key radical movements and actors from the ante bellum era through today.

### **HIST B319 Topics in Modern European History**

Section 001 (Fall 2019): Metropolis: A Cultural History

Not offered 2020-21

This is a topics course. Course content varies.

### **HIST B325 Topics in Social History**

Section 001 (Fall 2019): Civil War, Race, Amer. Memory

Section 001 (Fall 2020): History of Sexuality

Fall 2020

This a topics course that explores various themes in American social history. Course content varies. Course may be repeated.

Current topic description: This course addresses the social history of sexual practices, social and governmental regulation of sex, and the changing cultural meaning of sex in the U.S. from the 16th century to present. Topics include the intersection of race, sexuality, and settler colonialism, transgender history, the history of reproductive rights, sexuality as commodity, and the social power present in the relationship between sexuality and disease.

Counts toward Gender and Sexuality Studies

### **HIST B327 Topics in Early American History**

Section 001 (Spring 2020): Settler Colonialism in the Americas 1500-1800

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Latin American, Iberian, and Latinx Studies

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

Section 001 (Fall 2019): Hist of Global Health Africa

Section 001 (Fall 2020): Hist of Global Health Africa

Fall 2020

This is a topics course. Topics vary.

Counts toward Africana Studies  
 Counts toward Gender and Sexuality Studies  
 Counts toward Health Studies

### **HIST B357 Topics in British Empire**

Section 001 (Fall 2019): Capitalism and Slavery

Not offered 2020-21

This is a topics course. Topics vary.

## HISTORY

### **HIST B368 Topics in Medieval History**

Not offered 2020-21

This is a topics course. Topics vary.

### **HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction**

Not offered 2020-21

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.

Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B373 Topics: History of the Middle East**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

### **HIST B398 Approaches to Historical Praxis**

This course is designed to provide students the opportunity to consider different ways of "doing history." In conversation with the professor and using the resources of the College (archivists, librarians, digital specialists, Praxis Program) students will articulate a historical question, research it, and produce a final project. This project may be a final research paper, but might also take the more public form of a digital project, an exhibit, a short film, or an internship in a local museum, oral history center, or archive.

### **HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

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

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts toward Praxis Program

### **B323 Memoria y Guerra Civil**

Not offered 2020-21

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisite: at least one SPAN 200-level course.

### **ARCH B208 Ancient Near Eastern History**

Not offered 2020-21

This course will explore some of the key historical figures, events and inventions that shaped Ancient Near Eastern societies and traditions. We will consider the impact that the modern disciplines of ancient near eastern archaeology and history have had on our understanding of this region. We will also discuss how the ancient history and more recent colonial past of this region has impacted upon and shaped our modern interpretations of this region.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Middle Eastern Studies

### **ARCH B244 Great Empires of the Ancient Near East**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Middle Eastern Studies

### **BIOL B214 The History of Genetics and Embryology**

Not offered 2020-21

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology.

Inquiry into the Past (IP)

Scientific Investigation (SI)

Counts toward Gender and Sexuality Studies

### **CITY B250 Topics: Growth & Spatial Organization of the City**

Fall 2020

This is a topics course. Course content varies.

Current topic description: This course is intended as a venue for exploring the built fabric of cities over time -- observing larger scale topographies and armatures amid patterns of growth, distinctive built textures at the level of the block, and dominant building forms. Adopting an international range of examples, we will examine the effects of shaping forces and influential models, distributions of functions and populations, and purposeful ways that urban spaces have been represented, in order to learn to more effectively read the built form of cities.

Inquiry into the Past (IP)

Counts toward Environmental Studies

**CITY B345 Advanced Topics in Environment and Society**

Section 001 (Fall 2020): The City and Nature

Fall 2020

This is a topics course. Topics vary.

Current topic description: The City and Nature: The Environmental Transformation of Modern Cities: The class examines the emergence of the modern city in Europe and the Americas in relation to their natural environments in order to understand how “country” and “city” were and continue to be mutually constitutive spaces and concepts. Focusing on the era of the Industrial Revolution and the rise of capitalism, the class studies how the planning, building, and regulating of urban built environments were embedded in practices to control, manage, and consume natural resources, and ultimately define nature. An integral part of this subject also concerns the people who both affected and were affected by the decisions to construct and manipulate the terrain, as well as the institutions that were built to manage and define new social relations and public responsibilities of the modern city.

Course does not meet an Approach

Counts toward Counts toward Environmental Studies

**CSTS B108 Roman Africa**

Not offered 2020-21

In 146 BCE, Rome conquered and destroyed the North African city of Carthage, which had been its arch-enemy for generations, and occupied many of the Carthaginian settlements in North Africa. But by the second and third centuries CE, North Africa was one of the most prosperous and cultured areas of the Roman Empire, and Carthage (near modern Tunis) was one of the busiest ports in the Mediterranean. This course will trace the relations between Rome and Carthage, looking at the history of their mutual enmity, the extraordinary rise to prosperity of Roman North Africa, and the continued importance of the region even after the Vandal invasions of the fifth century.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Africana Studies

**CSTS B205 Greek History**

Fall 2020

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to

create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Inquiry into the Past (IP)

**CSTS B217 The Problem of Evil: Ancient Answers to a Difficult Question**

Not offered 2020-21

What is evil, and where does it come from? Ostensibly simple questions that demand good answers. In this course, we shall investigate how ancient authors grappled with the deeply human problems posed by our experiences of both natural and moral evils. Students will read a wide range of texts from Archaic Greece through the early Middle Ages, including drama, philosophy, legal speeches, religious texts, and commentaries. Throughout the course, students will be encouraged to rethink their own understanding of this problem and will have the opportunity to consider a number of related thematic questions (e.g., “Why do bad things happen to good people; how can God exist if there is evil?”). Near the end of the course, we shall continue this conversation into the present, taking a closer look at some modern case-studies such as the Milgram experiment. The course includes a field trip to Eastern State Penitentiary in Philadelphia.

Inquiry into the Past (IP)

**EALC B131 Chinese Civilization**

Spring 2021

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward East Asian Languages and Cultures

**EALC B200 Major Seminar: Methods and Approaches in East Asian Studies**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

**EALC B264 Human Rights in China**

Spring 2021

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

## HISTORY / HISTORY OF ART

concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

### **EALC B325 Topics in Chinese History and Culture**

Not offered 2020-21

This is a topics course. Course content varies.

### **ENGL B359 Dead Presidents**

Spring 2021

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.

### **HART B218 Byzantine Textiles in Life and Death**

Spring 2021

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Inquiry into the Past (IP)

Counts toward Counts toward Middle Eastern Studies

Counts toward Counts toward Museum Studies

### **MEST B210 The Art and Architecture of Islamic Spirituality**

Not offered 2020-21

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Middle Eastern Studies

## HISTORY OF ART

Students may complete a major or minor in History of Art.

### **Faculty**

David Cast, Professor of History of Art

Matthew Feliz, Lecturer

Sylvia Houghteling, Assistant Professor of History of Art

Homay King, Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities (on leave semester I)

C.C. McKee, Assistant Professor of History of Art

Lisa Saltzman, Professor and Chair of History of Art on the Emily Rauh Pulitzer '55 Professorship

Jie Shi, Assistant Professor of History of Art on the Jye Chu Lectureship in Chinese Studies (on leave semesters I & II)

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Arts and Director of the Center for Visual Culture

Amalia C. Wojciechowski, Lecturer

The curriculum in History of Art immerses students in the study of visual and material culture. Students learn to interpret through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors and minors are encouraged to supplement courses taken in the department with history of art courses offered at Haverford, Swarthmore, and the University of Pennsylvania. Majors are also encouraged to study abroad for a semester of their junior year.

### **Major Requirements**

The major requires ten units, approved by the major advisor. These courses should include one or two 100-level "critical approaches" seminars, which also fulfill the departmental writing intensive requirement; three or four 200-level lecture courses; three 300-level seminars; and senior conference I and II in the fall and spring semesters of the senior year. In the course of their departmental studies, students are strongly encouraged to take classes across geographical, temporal, and cultural subfields and to explore diverse media. Students must complete coursework in at least three of the following fields of study: Ancient and Medieval; Renaissance and Baroque; Modern, Contemporary, and Film; and Global/Non-Western.

With the approval of the major advisor, a limited number of courses in fine arts may be counted toward the fulfillment of the distribution requirements. Likewise, a limited number of courses with significant curricular investment in visual and material culture may be counted toward the major requirements, including courses in ancient art offered by the Classical and Near Eastern Archaeology department, in the study of art institutions through the Museum Studies Program, or in architecture by the Growth and Structure of Cities department. Courses in art history taken abroad or at another institution in the United States may also be counted if approved by the major advisor. Generally, no more than two courses based outside of the department of History of Art may be counted toward the major requirements; the remainder of a student's courses in the major should be completed with members of the core faculty in History of Art.

A senior thesis, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior thesis represents the culmination of the departmental experience.

## Honors

Seniors whose work is outstanding (with a minimum 3.7 GPA in the major at the beginning of the second semester senior year) may be invited to undertake an honors thesis. At the end of the spring semester, two or three faculty members discuss the completed thesis with the honors candidate in a one-half hour oral examination.

## Minor Requirements

A minor in history of art requires six units: one or two 100-level courses and four or five courses at the 200 or 300 level. The student's minor program is decided in consultation with the department undergraduate advisor.

## Courses

### **HART B102 Critical Approaches to Visual Representation: Naturalism and the Supernatural in South Asian Art**

Spring 2021

This course examines the representations of gods, plants, humans and animals in the Hindu, Buddhist, Jain and Islamic artistic traditions of India. It traces both the development of naturalistic representations, as well as departures and embellishments on naturalism in the painting, sculpture, architecture, metalwork and textiles of South Asia. The course will consider the spiritual, social, political and aesthetic motivations that led artists to choose naturalistic or supernatural forms of representation.

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

### **HART B104 Critical Approaches to Visual Representation: The Classical Tradition**

Fall 2020

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies

### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

Fall 2020

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include *Psycho*, *Being John Malkovich*, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Film Studies  
Counts toward Visual Studies

### **HART B111 Landscapes, Art, and Racial Ecologies**

Spring 2021

This course uses art, visual, and material culture to trace the plantation's centrality to colonial and post-colonial environments in the Atlantic World from the eighteenth century to the present, as a site of environmental destruction as well as parallel ecologies engendered by African-descended peoples' aesthetic and botanical contestation. Objects to be considered include landscape painting, plantation cartography, scientific imagery, environmental art, and ecologically motivated science fiction.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HART B112 Art, Death, and the Afterlife**

Not offered 2020-21

This course aims to explore how art was used as a symbolic form to overcome death and to assure immortality in a variety of archaeological, philosophical, religious, sociopolitical, and historical contexts.

Inquiry into the Past (IP)

## HISTORY OF ART

### **HART B217 Introduction to Medieval Islamic Art and Architecture**

Not offered 2020-21

This course traces the development of Islamic art and architecture beginning with the emergence of Islam in the early seventh century and ending with the Mongol invasion and the fall of the Abbasid Empire in the mid-thirteenth century. Special attention is paid to issues of particular importance to medieval Islamic art, including aniconism (the rejection of figural imagery in artistic production), the role of script as an expressive art form, and the relationship of early Islamic art to the artistic traditions of other late antique and medieval cultures. Prerequisites: At least one course in History of Art at the 100 or 200 level, or a course in Middle Eastern Studies at the 100 or 200 level is recommended but not required.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **HART B218 Byzantine Textiles in Life and Death**

Spring 2021

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies  
Counts toward Museum Studies

### **HART B226 Perspectives on African Art**

Not offered 2020-21

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies  
Counts toward Praxis Program

### **HART B230 Renaissance Art**

Fall 2020

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HART B233 Nineteenth-Century Art**

Fall 2020

This course takes a transnational approach to the history of art from the Age of Revolution (beginning in the late-eighteenth century) through the industrial globalization of the late-nineteenth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during this period.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **HART B240 The Global Baroque**

Not offered 2020-21

Global Baroque" examines the Baroque style both within and beyond Europe, moving from Italy, France, Spain and Flanders to seventeenth-century India, Iran, Japan and China, the New World, the Ottoman Empire and the Kingdom of Kongo. We will study the role of Baroque art in early modern politics, religious missions and global trade; the emergence of princely collections of wonders and cartography; the flourishing of new and wondrous art materials; and the changing role of the artist and artisan in this period. We will consider the Baroque as an invitation for emotional engagement, as a style of power that was complicit in the violence of European colonialism, and as a tool of cultural reclamation used by artists across the world. As a class, we will work to construct an art history of "The Global Baroque" that also attends to the complex specificities of time and place.

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

### **HART B248 Topics in Museum Studies**

Section 001 (Fall 2019): Peruvian Textiles

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies

### **HART B253 Survey of Western Architecture**

Spring 2021

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.

Inquiry into the Past (IP)

### **HART B260 Modern Art**

Spring 2021

This course traces the history of modern art from the mid-nineteenth century through the mid-twentieth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during the modern period.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Visual Studies



**HART B266 The Global Present**

Spring 2021

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

**HART B272 Since 1960: Contemporary Art and Theory**

Spring 2021

Lectures and readings will examine major movements in contemporary art, including Pop Art, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art. We will examine the dialogue between visual works and critical texts by Roland Barthes, Claire Bishop, Frederic Jameson, Adrian Piper, and Kobena Mercer, among others.

Critical Interpretation (CI)

**HART B274 History of Chinese Art**

Not offered 2020-21

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Museum Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Museum Studies  
Counts toward Visual Studies

**HART B281 Museum Studies: History, Theory, Practice**

Fall 2020

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions

and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the "new museology."

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Museum Studies  
Counts toward Visual Studies

**HART B299 History of Narrative Cinema, 1945 to the present**

Not offered 2020-21

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Film Studies

**HART B300 The Curator in the Museum**

Not offered 2020-21

This course provides an introduction to theoretical and practical aspects of museums and to the links between practice and theory that are the defining characteristic of the museum curator's work today. The challenges and opportunities confronting curators and their colleagues, peers, audiences, and constituents will be addressed through readings, discussions, guest presentations, writings, and individual and group projects.

Counts toward Museum Studies

**HART B301 Topics in Exhibition Strategies**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Museum Studies  
Counts toward Praxis Program

**HART B316 Museum Studies Fieldwork Seminar**

Spring 2021

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the

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course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved.

Counts toward Museum Studies

Counts toward Praxis Program

### **HART B318 Cultural Property and Museums**

Not offered 2020-21

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries.

Counts toward Museum Studies

### **HART B323 Topics in Renaissance and Baroque Art**

Fall 2020

This is a topics course. Course content varies. Current topics description: This seminar is concerned with both the history and the historiography of Mannerism. The first subjects are the works of art produced in Italy in the XVIth century in various mediums and in various cultural centers that are described now as Mannerist. And we will be interested in the influence of these works in other countries in Europe, bound in their various ways to the Italian tradition. But we are concerned also, and very seriously, with the critical history of these works and the attention they have been given within the history of art, especially in Germany in the first years of this last century. We will also think about how far and how usefully the designation Mannerist, with or without a capital letter, can be used to speak of art at other moments and other cultural contexts. And it is this interest that will allow us to think about art beyond the XVIth century, from the first years of this last century, even to the present.

### **HART B325 Care and Conservation of Contemporary Art**

Not offered 2020-21

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful.

Counts toward Museum Studies

### **HART B326 Special Topics in Art of the Black Atlantic**

Section 001 (Spring 2021): Performances/Black Personhood

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course engages with a focused aspect of art produced in the Black Atlantic (a geographic formation including Africa, the Americas, the Caribbean, and Europe) with an emphasis on aesthetic objects produced by or

about African and/or African-descended peoples. This is a topic driven course that is subject to change.

Course does not meet an Approach

Counts toward Africana Studies

### **HART B334 Topics in Film Studies**

Section 001 (Fall 2020): The Present

Fall 2020, Spring 2021

This is a topics course. Course content varies.

Current topic description: This course explores the ways in which technology has been represented in science fiction films.

Counts toward Film Studies

### **HART B345 Topics in Material Culture**

Section 001 (Spring 2020): Lives of South Asian Things

Section 001 (Spring 2021): Textiles of Asia

Spring 2021

This is a topics course. Course content varies.

Current topic description: This seminar will explore the myriad textile traditions of South Asia. While recent scholarship on South Asian textiles has emphasized the global dimensions of the luxury trade, this course will delve into more local questions including techniques of production, paths of circulation and contexts of reception. Through close study of woven objects and visits to the Penn Museum and the Philadelphia Museum of Art, this course will work closely with objects, while also considering theories of global exchange, materiality, and decorative arts.

Counts toward Museum Studies

### **HART B350 Topics in Modern Art**

Section 001 (Fall 2020): Identity in Film & Video Art

Section 001 (Spring 2020): Race/Identity in American Art

Fall 2020

This is a topics course. Course content varies.

Current topic description: This course addresses themes of identity in Film, Performance, and Video Art.

### **HART B355 Topics in the History of London**

Not offered 2020-21

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

### **HART B370 Topics in Chinese Art**

Section 001 (Fall 2019): Visual and Material Perspectives on the Silk Road

Not offered 2020-21

This is a topics course. Course content varies.

### **HART B373 Contemporary Art in Exhibition: Museums and Beyond**

Not offered 2020-21

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous

shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

Counts toward Museum Studies

### **HART B374 Topics: Exhibition Seminar**

Not offered 2020-21

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College.

Counts toward Museum Studies

### **HART B380 Topics in Contemporary Art**

Section 001 (Fall 2019): Contemporary Art & Technology

Section 001 (Spring 2021): Monuments and Memory

Section 001 (Spring 2020): Photography and Its Afterlife

Section 002 (Fall 2019): Strategies of Remembrance

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course will explore the ethics and aesthetics of commemorative practice.

### **HART B398 Senior Conference I**

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors.

### **HART B399 Senior Conference II**

A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate.

Interim oral reports. Required of all majors; culminates in the senior thesis.

### **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.

### **HART B420 Praxis Fieldwork Seminar**

In this Praxis course, students will learn to critically evaluate augmented and virtual reality (AR/VR) applications by developing their own AR/VR museum installation. The classroom component will include readings, guest lectures, and discussion topics in public history, conceptual art, and museum studies, and critical exploration of AR/VR and location-based technologies currently used in these fields. The majority of this course consists of a fieldwork component, in which students

will develop an augmented- or virtual-reality installation of their own. Students will learn project management, design thinking, Unity development, and other digital competencies needed to successfully develop their museum installation. Prior experience with programming and/or Unity is advantageous but not required. If you are unsure about whether this course would work for you, please contact us or attend an info session. Pre-registered students should attend an info session on November 27 at 4PM in Canada 315 to complete their Praxis learning plan.

Counts toward Film Studies

Counts toward Praxis Program

### **HART B425 Praxis III**

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region.

Counts toward Praxis Program

### **HART B603 Advanced Research Methods**

Fall 2020

This seminar will immerse students in the process of advanced art historical research and writing. Designed to strengthen skills and facilitate the timely completion of theses, prelims, and dissertations, this seminar will be at once an incubator and a workshop.

### **HART B610 Topics in Medieval Art**

Section 001 (Fall 2020): Surveying Byzantium

Fall 2020

This is a topics course. Course content varies.

Current topic description: This course casts a critical eye on the question of how Byzantine art and architecture have been represented in surveys of art history, medieval art, and Byzantine art. In addition to reading survey texts themselves, students will consider scholarship that analyzes and critiques the representation of Byzantine art in these books and in the fields of art history and archaeology more broadly. The course provides a historiographic overview of Byzantine art history and also addresses questions of canon formation, the relationship of textbooks to current scholarship, and the role of museums and exhibitions in the interpretation and public presentation of Byzantine art.

### **HART B626 Special Topics in Art of the Black Atlantic**

Section 001 (Spring 2021): Performances/Black Personhood

Spring 2021

This is a topics course. Course content varies.

### **HART B630 Topics in Renaissance and Baroque Art**

Section 001 (Fall 2020): Mannerism

Fall 2020

This is a topics course. Course content varies.

Current topic description: This seminar is concerned with both the history and the historiography of Mannerism. The first subjects are the works of art produced in Italy in the XVIth century in various mediums and in various cultural centers that are described now as Mannerist. And we will be interested in the influence of these works in other countries in Europe, bound in their various ways to the Italian tradition. But we are

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concerned also, and very seriously, with the critical history of these works and the attention they have been given within the history of art, especially in Germany in the first years of this last century. We will also think about how far and how usefully the designation Mannerist, with or without a capital letter, can be used to speak of art at other moments and other cultural contexts. And it is this interest that will allow us to think about art beyond the XVIth century, from the first years of this last century, even to the present.

### **HART B636 Vasari**

Not offered 2020-21

This seminar focuses on Giorgio Vasari as painter and architect and above all as a founder of the Florentine Academy and the writer of the first modern history of the arts. Topics covered range across the arts of that time and then the questions any such critical accounting of the arts calls up, imitation, invention, the notion of the artist and however it is possible to capture in words what seems often to be beyond them.

### **HART B639 Topics in Chinese Art**

Section 001 (Spring 2020): Artful Things in Ancient China

Not offered 2020-21

This is a topics course. Course content varies.

### **HART B640 Topics in Baroque Art**

Not offered 2020-21

This is a topics course. Course content varies.

### **HART B646 Topics in Material Culture**

Section 001 (Spring 2021): Textiles of South Asia

Spring 2021

This is a topics course. Course content varies.

Current topic description: This seminar will explore the myriad textile traditions of South Asia. While recent scholarship on South Asian textiles has emphasized the global dimensions of the luxury trade, this course will delve into more local questions including techniques of production, paths of circulation and contexts of reception. Through close study of woven objects and visits to the Penn Museum and the Philadelphia Museum of Art, this course will work closely with objects, while also considering theories of global exchange, materiality, and decorative arts.

### **HART B651 Topics: Interpretation and Theory**

Section 001 (Fall 2019): Approaches to Abstraction

Not offered 2020-21

This is a topics course. Course content varies.

### **HART B671 Topics in German Art**

Not offered 2020-21

This is a topics course. Topics vary.

### **HART B674 Topics: Exhibition Seminar**

Not offered 2020-21

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing

didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Students should be prepared to conduct independent research and to author a public-facing publication.

### **HART B680 Topics in Contemporary Art**

Section 001 (Spring 2021): Monuments and Memory

Section 001 (Spring 2020): Photography and Its Afterlife

Spring 2021

This is a topics course. Course content varies.

Current topic description: This course will explore the ethics and aesthetics of commemorative practice.

### **HART B701 Supervised Work**

Fall 2020, Spring 2021

Supervised Work

### **ARCH B102 Introduction to Classical Archaeology**

Spring 2021

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Museum Studies

### **ARCH B205 Greek Sculpture**

Not offered 2020-21

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **ARCH B206 Hellenistic and Roman Sculpture**

Not offered 2020-21

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.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **ARCH B215 Classical Art**

Fall 2020

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are

examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

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

### **ARCH B219 Art and Archaeology of Late Antiquity**

Not offered 2020-21

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

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

Counts toward Counts toward Museum Studies

### **ARCH B225 The Art and Archaeology of Greco-Roman Egypt**

Not offered 2020-21

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

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

Counts toward Counts toward Middle Eastern Studies

### **ARCH B240 Archaeology and History of Ancient Mesopotamia**

Not offered 2020-21

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.

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

Counts toward Counts toward Middle Eastern Studies

### **ARCH B252 Pompeii**

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Counts toward Museum Studies

### **ARCH B263 Roman Archaeology: Life in the City**

Not offered 2020-21

This course explores the art and architecture of ancient Rome from the Republic through the Empire. By focusing on specific topics, such as residences, markets, religious life, death and entertainment, and by surveying a rich variety of available evidence that spans from architectural remains, inscriptions and monuments to paintings, architectural sculpture and mosaics, the course highlights the importance of art historical and archaeological inquiry for our understanding of urban life and experience in one of the greatest cities of the ancient world.

Inquiry into the Past (IP)

### **ARCH B301 Greek Vase-Painting**

Fall 2020

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.

### **ARCH B303 Classical Bodies**

Not offered 2020-21

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Counts toward Counts toward Gender and Sexuality Studies

### **ARCH B306 Monumental Painting**

Not offered 2020-21

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts toward Counts toward Museum Studies

### **ARCH B322 The Archaeology of the Roman Empire: Comparative Perspectives**

Not offered 2020-21

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.

### **ARCH B359 Topics in Classical Art and Archaeology**

Spring 2021

This is a topics course. Topics vary. A research-oriented course

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taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

### **ARCH B501 Greek Vase Painting**

Fall 2020

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.

### **ARCH B605 The Concept of Style**

Not offered 2020-21

This seminar examines the development and uses of concepts of "style" in the criticism, analysis, and historiography of textual and material culture. Particular attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly but not exclusively in classical and related traditions.

### **ARCH B615 Mystery Cults**

Not offered 2020-21

An investigation of the phenomenon of mystery cults, their foundation and dispersal from the Classical through Hellenistic and early Roman periods. A study of the topography and monuments of specific cults and of representation of mysteries in sculpture and painting.

### **ARCH B634 Problems in Classical Art**

Fall 2020

This is a topics course. Topics vary. A seminar dealing with current issues in the art of ancient Greece and related traditions.

### **CHEM B208 Topics in Art Analysis**

Not offered 2020-21

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Scientific Investigation (SI)

Counts toward Counts toward Museum Studies

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

Spring 2021

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries**

Not offered 2020-21

The course frames the topic of architecture before the impact of 20th century Modernism, with a special focus on the two prior centuries - especially the 19th - in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscapes, formal analysis and research skills exercised in writing projects, class field-trips, and a nuanced mastery of the narratives embodied in the architecture of these centuries.

Inquiry into the Past (IP)

### **CITY B254 History of Modern Architecture**

Fall 2020

A survey of the development of modern architecture since the 18th century.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **CITY B255 Survey of American Architecture**

Not offered 2020-21

This survey course examines architecture within the global framework of "the modern." Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of "the modern" were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **CITY B306 Advanced Fieldwork Techniques: Places in Time**

Fall 2020

A hands-on 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.

**CITY B377 Topics in Modern Architecture**

Section 001 (Spring 2021): Writing Architecture

Spring 2021

This is a topics course on modern architecture. Topics vary.

Current topic description: This course centers on reading and responding to different species of writing about buildings and dialogues on architecture. These include present and past architectural criticism and the values embodied in it, architectural history in well-researched narratives; theory and argument meant to frame future architecture; architectural biographies; writing aimed toward past or present vernaculars; and the language and strategies of architectural description. The course will reach out broadly, to places near and afar and writing both old and new, in meetings each week to discuss what we have found, read, and written.

**CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses**

Not offered 2020-21

The campus and buildings familiar to us here at the College reflect a long and rich design conversation regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.

**CSTS B201 Cleopatra: Passion, Power, and Politics**

Not offered 2020-21

Cleopatra VII, the last ruler of Ptolemaic Egypt (69-30 BCE), has been a figure of continuous fascination and political resonance for over 2000 years. She was the most famous and enigmatic person in the ancient Mediterranean world while she was alive and, since then, she has been re-imagined by countless poets, dramatists, philosophers, filmmakers, musicians, and artists of all types. In this course, we will examine both the historical Cleopatra and her reception in various media in subsequent cultures and societies. In the first part, we will carefully study the ancient literary and material evidence to learn all we can about the real Cleopatra and the tumultuous times in which she lived. In the second part, we will then consider a selection of medieval, early modern, and contemporary representations of Cleopatra, ranging from Chaucer to Shakespeare's Antony and Cleopatra to HBO's series Rome and the use of Cleopatra in present-day advertising. Throughout our readings, we will focus on issues such as female agency and power in a man's world, beauty and the femme fatale, east vs. west, and politics and propaganda.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

**CSTS B324 Roman Architecture**

Not offered 2020-21

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns

and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

**ENGL B205 Introduction to Film**

Spring 2021

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.

Critical Interpretation (CI)

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

**ENGL B317 Materializing Disability: Text and Technology**

Not offered 2020-21

Early disability activists, a group that was composed primarily wheelchair users, named the built environment—including curbs and flights of steps—as the cause of their disablement. People are not inherently disabled, they argued, but inaccessible spaces—or poorly conceived material environments—limit their mobility. Because we will be studying literature, we will turn our attention to the built environment of texts and imagine how the written word both enables and disables people with disabilities. When disabled people are unable to write or communicate by conventional means, what new writing practices do they imagine? What technologies might they rely on? From braille and talking books to American Sign Language poetry and screen-reader technology, disabled people have adapted texts to suit their needs while challenging what constitutes language. The course begins in the mid nineteenth century when Lennard Davis argues that disability emerges as a key concept in U.S. culture and proceeds through the mid twentieth-century civil rights movement when disabled people began to frame disability as a social identity. The course will travel across book history, technology, editorial theory, poetry, and performance to consider disability as a material and textual phenomenon. (Note: at the end of the term, students will design their own "edition" of a text with accessibility as the guiding force behind its design).

Course does not meet an Approach

**ENGL B336 Topics in Film**

Section 001 (Fall 2020): Cinematic Voice

Fall 2020

This is a topics course and description varies according to the topic.

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

**FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works

## HISTORY OF ART

in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

### **GSEM B623 Figures of Resistance: Classical and Modern**

Not offered 2020-21

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, Prometheus (Great Britain, 1998), Liliana Cavani, The Year of the Cannibals (Italy, 1970), Amy Greenfield, Antigone/Rites of Passion (USA, 1991), Ingmar Bergman, Persona (Sweden, 1966), Miklós Jancsó, Electra, My Love (Hungary, 1974), Arthur Ripstein, Asi Es La Vida (Mexico, 2000), and Spike Lee, Chi-raq (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

### **GSEM B654 War and Peace in the Ancient World**

Not offered 2020-21

For centuries history has been perceived, written and taught as a series of wars and periods of peace. Yet, the question remains: what does it mean when a city, a state or a nation is at war, and how do different cultures and societies conceptualize peace? This interdisciplinary seminar explores theories and practices of war and peace in the ancient world, examining the archaeological, epigraphic, and literary evidence. The archaeology of warfare will include battlefields, fortifications, arms and weapons, siege machines, war memorials, funerary monuments as well as the iconography of victors and victims. The literary sources that we will be reading, among them the Homeric epics, select passages from Greek and Roman historiography, philosophical and rhetorical works and ancient handbooks and manuals of warfare, will shed light on the recording of conflicts, the conduct of war, notions of power and peace, the depiction of leaders, the representation of violence, and strategies of commemoration. Investigating bodies of evidence, which are normally studied separately and within specific disciplinary formations, we aim to challenge the entrenched oppositions between archaeology, philology, and history and to engage in a discourse about the complex and changing conceptualizations of war and peace in the ancient world. We plan to have several guest lecturers. Students participating in this seminar will be expected to give oral presentations and to develop their special areas of interests in their research projects applying a variety of methods. No previous classics or archaeology training is required.

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

Not offered 2020-21

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

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

Not offered 2020-21

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts toward Counts toward Museum Studies

Counts toward Counts toward Praxis Program

### **ITAL B315 A Gendered History of the Avant-Garde**

Not offered 2020-21

The very concept of 'avant-garde' is steeped in a masculine warlike imagery, and the founding manifesto of Futurism even glorifies 'contempt for the woman'. Yet, feminine, queer, androgynous, and non-binary perspectives on sexual identity played a central role -- from Rimbaud to current experimentalism -- in the development of what has been called 'the tradition of the new'. In this seminar we will explore such a paradoxical anti-traditional tradition through texts, images, sounds, and videos, adopting a historical prospective from early 20th century movements to the Neo-Avant-Garde. We will unearth the stories and works of great experimentalists who have been neglected because of their gender. We will deal with



poems made up entirely of place names, of recorded noises, of typographical symbols. Taking advantage of the college's collection and library, we will try to read texts with no words, surreal stories, performances, objects, and we will make our own avant-garde experiments. Course taught in English, no previous knowledge of Italian required.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Museum Studies

### **ITAL B319 Multiculturalism and Diversity in Medieval Italy**

Not offered 2020-21

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

### **MEST B210 The Art and Architecture of Islamic Spirituality**

Not offered 2020-21

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Middle Eastern Studies

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet Russia & Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

Counts toward Counts toward Visual Studies

## **INTERNATIONAL STUDIES**

### **Co-Directors**

Michael Allen, Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of International Studies

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

### **Steering Committee**

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Madhavi Kale, Chair and Professor of History

Mary Osirim, Provost and Professor of Sociology

### **Faculty**

Nisrin Elamin, Assistant Professor of International Studies

International Studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. International Studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture. At Bryn Mawr, International Studies combines applied and theoretical approaches by drawing from disciplines in both the Social Sciences and Humanities. This broad conception of International Studies distinguishes our program from many others. It builds from a core of courses from politics, economics, and ethics, a branch of philosophy, and then incorporates electives from specified tracks that reflect areas of strength in faculty research and teaching. It allows students to explore the descriptive and normative aspects of living in a world characterized by the deep interconnections of a globalized world. It thus draws on Bryn Mawr's longstanding interest in promoting justice with its already established coursework at the undergraduate level and at the Graduate School of Social Work and Social Research and on its well established programs in languages and cultures.

The curricular content is relevant in preparing graduates to participate critically and effectively in the many integrated transnational and global institutional networks of production, services, creative expression, research and governance. Thus students with specialties in the Humanities, Social Sciences, or Sciences can benefit from a visible and structured flow of courses in International Studies. The inter and multi-disciplinary approaches reflected in the structure for the major as well as for the minor reflect the kind of integrative thinking that is necessary for effective agency in the globalized world economy and society. Students in International Studies will be made aware of both the distinct modes of inquiry that may transcend disciplines and the cumulative effects of convergent examinations of phenomena from these different disciplinary perspectives.

International Studies engages students in the necessarily inter- and multi-disciplinary coursework that will prepare them for productive roles in transnational or intergovernmental institutions and in the areas of public policy, law, governance, public health, medicine, business, diplomacy, journalism, and

## INTERNATIONAL STUDIES

development. Courses cover both theoretical perspectives and empirical issues in different areas of the world. International Studies at Bryn Mawr provides a foundation for students interested in pursuing career opportunities in these areas or in entering graduate programs such as International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership.

A Bryn Mawr graduate in International Studies will be:

- Capable of integrative analysis from different disciplinary perspectives
- Ethically literate
- Prepared for work in related fields such as law, public health, medicine, business, and journalism as well as for graduate study in International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership
- Able to contribute their knowledge and leadership skills within governmental and nongovernmental organizations at transnational, regional, or global levels or in cross-cultural settings.

Although language study is not required per se for the major or the minor, students can take advantage of Bryn Mawr's traditional strength in the study of language and culture to enhance their study of non-Anglophone areas of the world. Those intending to study abroad in a non-Anglophone area must meet the level of proficiency required by the Junior Year Abroad program involved; and those intending to undertake graduate work in international studies should plan to acquire the advanced level of proficiency in one foreign language (at the time of admission or graduation) required by the most selective programs here and abroad. Since it began in 2005, the minor in International Studies has attracted a significant number of language majors who use their study of a particular language to select a coherent set of electives under a relevant track in the minor in order to pursue career and study opportunities in the international arena.

### Major Requirements

Students majoring in International Studies must complete a total of ten courses, which include a core of four courses, an elective track of four courses, and a senior capstone experience of either two courses (398 and 399) OR 398 and an additional 300 level course. Students should work with their major adviser to identify one writing intensive or two writing attentive courses to fulfill the major writing requirement.

Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the major in International Studies to eleven. Also note that no more than two courses in an International Studies major work plan can be used to satisfy another major, minor, or concentration requirement.

### Core Courses

The Core is a mix of 100-300 level courses in International fields. Students must choose one course from among four eligible courses in EACH of Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and

Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the Core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each. The disciplines of Politics, Economics, and Philosophy have become central to International Studies programs since markets, conflicts, diplomacy and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in areas such as global ethical issues, development ethics, global justice, and human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

#### Political Science

- Introduction to International Politics (POLS B250), or International Politics (POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (POLS H350)

#### Economics

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (ECON H241)

NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

#### Philosophy

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core is available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from International Studies.

#### Culture and Interpretation

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies. Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature, History, Philosophy, Sociology, and Languages and

Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad analysis. Each of the courses selected from the range of disciplines capture this breadth and depth. Students interested in studying a specific region of the world separate from its global implications can pursue this study in one of the tracks. The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML, or COML B323)
- The Play of Interpretation (COML B293)
- Chinese Perspectives on the Individual and Society (at Haverford) (EALC H120)
- La Mosaïque France (FREN B251)
- Cultural Profiles in Modern Exile (GERM B231)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B245)
- The Atlantic World 1492-1800 (HIST B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)
- Introduction to African Civilization (HIST B102)
- Modern African History since 1800 (HIST B236)
- Social and Cultural History of Medicine in Africa (HIST B336)

With the approval of an Advisor from International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

## Electives

Elective Tracks allow students to focus on one theme or area in greater depth across four courses, one of which must be at the 300 level.

The electives continue to anchor the major in inter- and multidisciplinary work while also adding flexibility so that students may be creative and purposeful in structuring their own work. What makes International Studies at Bryn Mawr unique is that it draws upon its established faculty research, resources, and reputations in the individual tracks at the same time as it offers flexibility under clear advising for each of the individualized pathways of learning. Students should choose the four electives from the approved lists under one of the tracks identified below.

The FOUR elective courses are to be selected from (but are not limited to) courses listed under the tracks at: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor. Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

Students may choose one of the following tracks:

### Gender

Bryn Mawr's "proud history of global leadership for women" makes gender an obvious choice as one of the tracks enabling students to complete the Major in International Studies. To

make good on Bryn Mawr's mission to prepare "students to be purposefully engaged citizens of an increasingly complex and interconnected world", the student in International Studies who selects the Gender track will study gender and its intersections with factors such as race, class, ethnicity, sexual orientation, age, religion, and disability in order to analyze gender with respect to the workings of the global economy and globalization more generally. Although not always the case, many organizations at the local, national, and global levels now understand gender to be a central factor in policies for alleviating poverty or promoting economic growth. The changes wrought by measures such as improving health care for women and children and increasing access to education, property, and work outside the home shows the importance of understanding gender and its intersections with other forms of discrimination in a globalized and interconnected world.

The FOUR elective courses are to be selected from (but are not limited to) an approved list at: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

### Development

Development is most often understood in terms of processes of economic growth, industrialization, and modernization that result in a society's achieving a high (per capita) gross domestic product. These descriptions of economic processes tend to embed assumptions about progress, transformation, and liberation as exemplified in concepts such as "underdeveloped" or "developing" countries. The student in International Studies who selects this track will study the concept of development in a broad sense by using a multidisciplinary approach that combines courses from disciplines such as Anthropology, Economics, Cities, History, Philosophy, Political Science, and Sociology to effectively understand development processes from multiple perspectives. One result is an exploration of development that broadens the study from describing economic deprivation in terms of levels of income, for example, to understanding the ways in which equality, justice, well-being, and human flourishing are affected by growth and modernization processes. The student selecting the Development track will become versed in the critical issues, problems, and achievements common not only to developing regions of the world but also to developed countries and the world as a whole.

The FOUR elective courses are to be selected from (but are not limited to) an approved list at: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

### Global Social Justice

Efforts to realize social justice are increasingly necessary in global systems as much as they had always been in national and local ones. The Global Social Justice track will allow students to make connections at all these levels. They will be able to draw on the long tradition of focus on Social Justice at Bryn Mawr and Haverford and on collaboration with the Graduate School of Social Work and Social Research and its thrust on Social Welfare. Bryn Mawr's mission statement identifies the characteristics of a Bryn Mawr education as "critical thinking, interdisciplinary perspective, engagement in a diverse community, and purposeful vision of social justice". The Global Social Justice track allows students to explore issues of social and political change in the context of economic and

## INTERNATIONAL STUDIES

political transition in the globalized world. Students gain insight into how global issues affect relationships among people and cultures within and across national boundaries and how global issues are in turn affected by these relationships. They will study the ways in which dramatic economic disparities wrought by globalization and the global economy affect social welfare and thwart efforts to achieve social justice locally, nationally, and globally. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

### Independent Design

Students who are so inclined may develop an independent design in consultation with an Advisor from the Center for International Studies. An Independent Design could include area studies that draw on Bryn Mawr's strengths in the study of languages and cultures and on our programs in African Studies, East Asian Studies and Latin American, Latino and Iberian Peoples and Cultures.

### Senior Capstone Experience

The capstone experience consists of two 300 level courses, 398 and 399, OR 398 and an additional 300 level course in International Studies.

The 398 seminar will have students do research, presentations, and final essays that delve deeper into topics from relevant courses in previously taken tracks and may incorporate experiences in Praxis courses, Summer internships, or Study Abroad. Should a student select to take 399 instead of an additional 300 level course, the 398 seminar could also be the basis for students to identify and begin preliminary work on research projects for 399 – including the exploration of theoretical perspectives and research methods that will provide a framework for their research and the matching of students with faculty serving as individual supervisors.

While most individualized supervision for those taking 399 will be of students writing a senior thesis, designated advisors in International Studies will work with those students who select to produce an extended document using platforms such as DVD documentary, a website, or a PowerPoint talk with pictures and video clips instead of writing a senior thesis.

### Minor Requirements

The Minor in International Studies has been in place since 2005. Students who have declared a Minor and have not yet graduated should consult with one of the Co-Directors of International Studies to determine whether to continue under the old requirements for the Minor, switch to doing a Major in International Studies, or make slight adjustments to the requirements for the Minor in light of revisions that now have the core requirements for the Minor in line with those for the Major.

The Minor has always attracted and will continue to attract students who major in a language, arts, an area study, Political Science, or Economics. It will be possible, however, for select students to pursue one of the tracks in the major under consultation with an Advisor from International Studies.

Students minoring in International Studies must complete a total of seven courses, which include a required core of four

courses and an elective track of three courses. Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the minor in International Studies to eight.

## Courses

### INST B210 Popular Uprisings in Global Perspective

Spring 2021

In recent years, popular uprisings and protest movements have mobilized hundreds and thousands of people in different parts of the world to demand a radical overhauling of existing systems and changes in political leadership. These uprisings have raised a series of questions that will be the focus of this class. What are the catalysts, underlying causes and demands of these protest movements? What can we learn from the grassroots organizing that allowed these movements to gain momentum? All too often popular uprisings in the Global South in particular, are seen as representing the failures and limits of revolutionary action and politics rather than their potential and promise. What then, do recent popular uprisings reveal about the limitations and relevance of various theoretical approaches to explaining revolutionary phenomena and action? How might local scholars and activists analyzing the popular uprisings taking place in their countries, allow us to develop new vocabularies and frameworks for understanding popular protests and revolutionary action elsewhere? Students will explore these questions through a series of case studies including Sudan, Hong Kong, Chile, Lebanon, France, Ethiopia and India.

Cross-Cultural Analysis (CC)

### INST B398 Senior Seminar

This non-thesis capstone course is a seminar in which students do research, presentations and a final essay. These delve into topics from relevant courses in previously-taken tracks and may incorporate experiences from Praxis, Summer, or Study Abroad.

Counts toward International Studies

### INST B399 Senior Project in International Studies

This involves the writing of a thesis or the production of an extended document on platforms such as a DVD or a website with the guidance of a designated adviser in International Studies.

Counts toward International Studies

### INST B403 Supervised Work

### ANTH B102 Introduction to Cultural Anthropology

Fall 2020, Spring 2021

This course will explore the basic principles and methods of sociocultural anthropology. Through field research, direct observation, and participation in a group's daily life, sociocultural anthropologists examine the many ways that people organize their social institutions and cultural systems, ranging from the dynamics of life in small-scale societies to the transnational circulation of people, commodities, technologies and ideas. Sociocultural anthropology examines how many of the categories we assume to be "natural," such as kinship, gender, or race, are culturally and socially constructed. It

examines how people's perceptions, beliefs, values, and actions are shaped by broader historical, economic, and political contexts. It is also a vital tool for understanding and critiquing imbalances of power in our contemporary world. Through a range of topically and geographically diverse course readings and films, and opportunities to practice ethnographic methodology, students will gain new analytical and methodological tools for understanding cultural difference, social organization, and social change.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward International Studies

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

Not offered 2020-21

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH B102, H103 or permission of the instructor.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward International Studies

### **ANTH B301 Anthropology of Globalization**

Not offered 2020-21

This class explores globalization from an anthropological perspective. With a focus on the social, cultural, and historical aspects of global connections, we seek to understand how the growing integration of different places and systems around the world shapes everyday life experience. Conversely, we also explore how individuals actively engage with, and sometimes help shape, dynamic global processes. Questioning assumptions that link globalization with worldwide cultural and economic homogeneity, we will examine how gender, race, class, and other structures of difference and inequality become meaningful within a global systems of power. Working through a series of ethnographic analyses and conducting our own research, we will gain a better understanding of how people around the world experience and actively make "the global." Prerequisite: ANTH B102, ANTH H103 or permission of the instructor.

Counts toward Counts toward International Studies

### **ANTH B334 Digital Cultures**

Not offered 2020-21

How do we do anthropology in, and of, the digital age? What does it mean to do ethnography of digital spaces, when we, as humans, exist simultaneously in overlapping virtual and actual worlds? Specific topics to be covered include surveillance,

telecommunications infrastructures, activism, social movements, gender and sexuality, disability, space and place, and virtual ethnography. Prerequisite: Anth B102 or Anth H103 or permission of instructor.

Counts toward Counts toward Gender and Sexuality Studies

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

Not offered 2020-21

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption, changes in land use, movement of people, environmental consequences of economic development, and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community, land, and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. In addition to class seminar discussions, students will view documentary and fictional films about Vietnamese culture. Prerequisite: Sophomore standing or higher or first years with ANTH 102.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward International Studies

### **COML B293 The Play of Interpretation**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **EALC B353 The Environment on China's Frontiers**

Not offered 2020-21

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

## INTERNATIONAL STUDIES

### **ECON B225 Economic Development**

Spring 2021

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Counts toward Counts toward Environmental Studies  
Counts toward Counts toward International Studies

### **ECON B236 Introduction to International Economics**

Spring 2021

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, globalized production, the role of trade policy, the economics of immigration, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Counts toward Counts toward International Studies

### **ECON B385 Democracy and Development**

Fall 2020

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Counts toward Counts toward International Studies  
Counts toward Counts toward Peace, Justice and Human Rights

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

Not offered 2020-21

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich

Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Counts toward International Studies

### **GNST B245 Introduction to Latin American, Iberian and Latina/o Studies**

Not offered 2020-21

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Latin American, Iberian, and Latinx  
Counts toward Counts toward International Studies

### **HIST B200 The Atlantic World 1492-1800**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Latin American, Iberian, and Latinx  
Counts toward Counts toward International Studies

### **HIST B234 An Introduction to Middle Eastern History**

Fall 2020

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Inquiry into the Past (IP)  
Counts toward Counts toward International Studies  
Counts toward Counts toward Middle Eastern Studies

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa

Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Museum Studies

**HIST B258 British Empire: Imagining India**

Fall 2020

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.

Critical Interpretation (CI)  
 Inquiry into the Past (IP)  
 Counts toward Counts toward International Studies

**HIST B263 Impact of Empire: Britain 1858-1960**

Not offered 2020-21

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).

Critical Interpretation (CI)  
 Inquiry into the Past (IP)

**ITAL B212 Italy Today**

Section 001 (Fall 2019): Bodies, Souls, Politics, Cultures

Not offered 2020-21

This is a topics course. Course content varies. This bridge class, taught in Italian, is designed to familiarize students with the shifting cultural panorama of present-day Italy (and its metamorphosing language) through a variety of readings by living authors, journalists, comic-book artists, intellectuals, and politicians.

Cross-Cultural Analysis (CC)  
 Critical Interpretation (CI)  
 Counts toward Counts toward Gender and Sexuality Studies  
 Counts toward Counts toward Film Studies

**PHIL B221 Ethics**

Fall 2020, Spring 2021

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Cross-Cultural Analysis (CC)  
 Critical Interpretation (CI)  
 Counts toward Counts toward Gender and Sexuality Studies  
 Counts toward Counts toward International Studies

**PHIL B225 Global Ethical Issues**

Spring 2021

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Cross-Cultural Analysis (CC)  
 Critical Interpretation (CI)  
 Counts toward Counts toward Gender and Sexuality Studies  
 Counts toward Counts toward International Studies

**POLS B141 Introduction to International Politics**

Fall 2020

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.

Cross-Cultural Analysis (CC)  
 Counts toward Counts toward International Studies  
 Counts toward Counts toward Peace, Justice and Human Rights

**POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

Fall 2020

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Critical Interpretation (CI)

**POLS B241 The Politics of International Law and Institutions**

Fall 2020

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 B141

Critical Interpretation (CI)  
 Counts toward Counts toward International Studies

**POLS B249 Politics of Economic Development**

Not offered 2020-21

How do we explain the variations of political and economic systems in the world? What is the relationship between the

## INTERNATIONAL STUDIES

state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Critical Interpretation (CI)

### **POLS B367 China and the World: Implications of China's Rise**

Not offered 2020-21

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth. This is a senior seminar, and a previous course in comparative politics, international relations or East Asian studies is required. Writing Intensive. Prerequisite: junior or senior.

### **POLS B391 International Political Economy**

Fall 2020

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. This course is open to all students who have the prerequisites. Prerequisite: One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Counts toward Counts toward International Studies

### **SOCL B102 Society, Culture, and the Individual**

Fall 2020, Spring 2021

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward International Studies

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

Fall 2020

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts toward Counts toward Education

Counts toward Counts toward Health Studies



## ITALIAN AND ITALIAN STUDIES

Students may complete a major or minor in Italian Studies.

### Faculty

Chiara Benetollo, Lecturer

Daria Bozzato, Visiting Assistant Professor

Alessandro Giammei, Assistant Professor of Italian

Roberta Ricci, Professor and Chair of Italian on the Andrew W. Mellon Foundation Chair in the Humanities

Gabriella Troncelliti, Instructional Assistant

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian Studies are to acquire a knowledge of Italian language, literature, and culture, including cinema, art, journalism, pop culture, and music. The Department of Italian Studies also cooperates with the Departments of French and Spanish in the Romance Languages major and with the other foreign languages in the TriCo for a major in Comparative Literature. The Italian Department cooperates also with International Studies, History of Art, and Growth and Structure of Cities

### College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

### Major Requirements

#### Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101-102. For students in either Track A or B we recommend a senior experience offered with ITAL 398 and ITAL 399, courses that are required for honors. Students may complete either track. Recommendations are included below --models of different pathways through the major:

Majors are required to complete one Writing Intensive (WI) course in the major. The WI courses will prepare students towards their senior project and to competent and appropriate writing, mainly in three ways: 1) Teach the writing process – planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class

peer review sessions). In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning. The goal of the new WI course will be to get students to re-think the argument, logical connection, focus, transition, evidence, quotes, organization, and sources.

#### ILL Major/ Track A

Major requirements in ILL are 10 courses. Track A may be appropriate for students with an interest in literary and language studies. Required: ITAL 101/102, plus six courses (or more) conducted in Italian and two selected from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304 or 302), Survey (ITAL 307), and two courses on Modern Italian literature (ITAL 380, ITAL 310, ITAL 320, ITAL 306)

#### ICS/Track B

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL 101/102, plus three courses conducted in Italian and four related courses in English that may be taken either within the department or in allied-related fields in various disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: History, History of Art, Visual Art, and Film Studies, Comparative Literature, Cities, Classics. \*Faculty in other programs may be willing to arrange work within courses that may count for the major. Courses must be approved in advance by the Chair of the Italian Studies Department.

### Major with Honors

Students may apply to complete the major with honors. The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by the fall of senior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals and at the end of senior year will decide if honors will be given.

### Thesis

Students will write a 30-35 page thesis that aims to engage with primary texts and relevant secondary literature. By the end of the fall semester, students must have completed a formal proposal and a Table of Content in draft. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. Students must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting

## ITALIAN AND ITALIAN STUDIES

their proposals students will have conferred with a faculty member who has agreed to serve as advisor. In December students will formally present the proposal to the department. In April students will give an oral presentation of their work of approximately one hour to faculty members and interested students. The final draft is due on or around April 28th of the senior year and will be graded by two faculty members (one of whom is the advisor). Faculty will retain the option to assign final honors to the research project.

### Study Abroad

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and one credit in allied fields (total of three credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature/Culture.

### University of Pennsylvania

Students majoring at BMC cannot earn more than two credits at the University of Pennsylvania in Italian.

### Minor Requirements

Requirements for the minor in Italian Studies are ITAL 101, 102 and four additional units including two at the 200 level one of which in literature and one of which in Italian and two at the 300 level one of which in literature and one of which in Italian. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors apply.

### Elective Courses

ARTW B240/COML B240 Literary Translation

CITY B207 Topics in Urban Studies

CITY B360 Digital Rome

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

ENGL H385 Topics in Apocalyptic Writing – at Haverford College

ENGL H220 Epic – at Haverford College

HART B104-001 Critical Approaches to Visual Representation: The Classical Tradition

HART B253: Survey of Western Architecture: 1400-1800

HART B323: Topics in Renaissance Art

HART/RUSSIAN B215 Russian Avant-Garde Art, Literature and Film

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

HIST B319 Topics in Modern European History

MUSC H207 Italian Keyboard Tradition

### Courses

#### ITAL B001 Beginning Italian I

Fall 2020

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

Course does not meet an Approach

#### ITAL B002 Beginning Italian II

Spring 2021

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language--phonological, grammatical, syntactical--with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 or placement.

Course does not meet an Approach

#### ITAL B101 Intermediate Italian through Culture I

Fall 2020

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials.

Course does not meet an Approach

#### ITAL B102 Intermediate Italian through Culture II

Spring 2021

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials. Prerequisite: ITAL B101 or placement.

Course does not meet an Approach

#### ITAL B212 Italy Today

Section 001 (Fall 2019): Bodies, Souls, Politics, Cultures

Not offered 2020-21

This is a topics course. Course content varies. This bridge class, taught in Italian, is designed to familiarize students with the shifting cultural panorama of present-day Italy (and its metamorphosing language) through a variety of readings by living authors, journalists, comic-book artists, intellectuals, and politicians.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

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

Not offered 2020-21

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

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

**ITAL B217 Gendered Violence in Italy: How many women are killed?**

Fall 2020

How many women are killed in Italy? How many women suffer abuse at the hands of their partner? Data shows one in seven in Italy have suffered gendered abuse. In many regions, victims have nowhere to turn for shelter. This course will examine domestic and sexual assault in intimate relationships from a feminist analysis. Historical, theoretical, and sociological perspectives on gender violence will be critically analyzed through criminology research, literature, and theory. Course context will focus on dominance and control as a co-factor of gender, race/ethnicity, socioeconomic class, age, sexuality, nationality, and other variables. Therefore, the course will highlight the differential impact of gender violence on women of color, lesbians, older women, adolescent girls, immigrants and marginalized and disenfranchised women. Domestic and sexual violence in contemporary Italy will also be reviewed and analyzed in the context of international contexts. This course will be taught in Italian. Prerequisite: ITAL 102 or permission from instructor

Critical Interpretation (CI)  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies  
Counts toward Praxis Program

**ITAL B229 The Politics of Food in Italian Literature, Culture, and Cinema**

Not offered 2020-21

In English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food

and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Film Studies

**ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

Not offered 2020-21

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

**ITAL B301 Dante**

Not offered 2020-21

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship--these are some of the themes that will frame the discussions. One additional hour for students who want Italian credit. Prerequisite: At least two 200-level literature courses.

**ITAL B303 Boccaccio, the Plague, and Epidemic illness: Literature and Medicine**

Spring 2021

What are the responses to human suffering during outbreaks of epidemic illness? How can literature be a valuable tool for plague prevention in time of pestilence? This class explores crucial questions on how narrative works in medical contexts, with a focus on the Decameron and the black plague of 1348. Giovanni Boccaccio is the first writer to unite the literary topos of narration during a life-threatening situation with an historical epidemic context in Medieval Italy. How does he tell his stories in time of illness and death? How do writers and other storytellers respond to dominant versions of health and medicine? Taught in Italian.

Counts toward Health Studies

**ITAL B306 Youth in 20th Century Italian Literature and Cinema**

Not offered 2020-21

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

**ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

Not offered 2020-21

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts toward Museum Studies  
Counts toward Praxis Program

**ITAL B309 Renaissance Imagology--Tales, Visions & Maps of the Silk Road**

Spring 2021

Unlike those of most European nations, Italy's Renaissance was not an age of geographical expansion--as a matter of fact, Italy didn't even exist, as a nation, up until a century and a half ago. And yet, it was in Italian ports and courts that the geographical experiences and fantasies of cartographers, merchants, poets, painters, and narrators gave to Europe the cultural tools to imagine the world beyond the boundaries of its smallest continent. This collective, introvert work of invention and description fueled the defining atrocities of what we call modernity, from colonialism to the slave trade. It also produced fantastical (and yet incredibly detailed) accounts of supposedly transitional places, challenging what we today

consider geographical knowledge and establishing a paradigm to experience the world without leaving one's room. In this course, we will try to understand the difference between reading about a place and experiencing it. We will study ports and courts as planetariums, poems as atlases, and maps as works of fiction. A large portion of the course will be devoted to Marco Polo's description of the silk road, to Italo Calvino's postmodern re-writing of Polo's real and fictional journeys, and to Venice as both the starting point and destination of such virtual experiences of the silk road. We will also consult Petrarch's travel guides to places that he only visited as a reader, read the Asian adventures of Ludovico Ariosto's paladins flying on the Hippogriff, and analyze masterpieces of early modern cartography such as the Cantino planisphere and the Fra Mauro globe, which we will see in Italy. Renaissance texts and images will be studied alongside 20th century works that they inspired: metaphysical paintings, avant-garde poems made out of place names, operas, and experimental novels. The last places we will visit are the ports that are considered, today, as parts of the so called "new silk road": Genova and Trieste. For students enrolling in the 360 cluster: No knowledge of Italian is required. For students enrolling only in this class, for Departmental credit: Completion of ITAL102 or instructor's permission.

Course does not meet an Approach

**ITAL B312 Black, Queer, Jewish Italy**

Fall 2020

This seminar approaches the two most studied phases of Italian history, the Renaissance and the 20th century, by placing what we call 'otherness' at the center of the picture rather than at its supposed margins. The main aim is to challenge traditional accounts of Italian culture, and to look at pivotal events and phenomena (the rise of Humanism, the rise of fascism, courtly culture, the two World Wars, 16th century art, futurism) from the point of view of black, queer, and Jewish protagonists, authors, and fictional characters. Our theoretical bedrock will be offered by modern and contemporary thinkers such as Fred Moten, Antonio Gramsci, Edie Segdwick, and Hannah Arendt. Our primary sources will come from cultural epicenters of Renaissance, Baroque, and late Modern Italy, such as Leo X papal court, fascist Ferrara, 17th century Venice, and colonial Libya. In class, we will adopt a trans-historical, intersectional, and interdisciplinary perspective inspired by Fred Moten's work, which will serve as the poetic common ground for our investigations. Themes and issues will be analyzed at the crossing of the two historical phases and of the three topics in exam, and the material will include historical and theoretical analyses, narrative texts, poems, films, and visual art. The course is taught in English. No previous knowledge of Italian is required, as readings will be in English translation. An additional hour in Italian will be offered for departmental credits. Students taking the course for departmental credit will also read part of the readings in the original language, and produce three short response-papers in Italian in lieu of the Midterm.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

**ITAL B315 A Gendered History of the Avant-Garde**

Not offered 2020-21

The very concept of 'avant-garde' is steeped in a masculine warlike imagery, and the founding manifesto of Futurism even glorifies 'contempt for the woman'. Yet, feminine, queer, androgynous, and non-binary perspectives on sexual identity played a central role -- from Rimbaud to current experimentalism -- in the development of what has been called 'the tradition of the new'. In this seminar we will explore such a paradoxical anti-traditional tradition through texts, images, sounds, and videos, adopting a historical perspective from early 20th century movements to the Neo-Avant-Garde. We will unearth the stories and works of great experimentalists who have been neglected because of their gender. We will deal with poems made up entirely of place names, of recorded noises, of typographical symbols. Taking advantage of the college's collection and library, we will try to read texts with no words, surreal stories, performances, objects, and we will make our own avant-garde experiments. Course taught in English, no previous knowledge of Italian required.

Counts toward Gender and Sexuality Studies  
Counts toward Museum Studies

**ITAL B319 Multiculturalism and Diversity in Medieval Italy**

Not offered 2020-21

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

**ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe**

Not offered 2020-21

Designed as an in-depth interdisciplinary exploration of Italy's 20th century cultural life, the course is organized around major artistic and intellectual trends, viewed in their historical and global perspective in connection with Avant-garde literary movements and philosophical ideas: i.e. surrealism, metaphysics, Dadaism, psychoanalysis, futurism, decadence, modernism. While thinking and writing in Italian, we will examine films, novels, and poetry to gain insight on Modernity with attention also to gender perspectives. Elements of metrics and rhetoric will be used to analyze poetry in its own essence. Prerequisite: One 200-Level course in Italian.

Counts toward Film Studies

**ITAL B398 Senior Seminar**

This course is open only to seniors in Italian and in Romance Languages. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed an abstract and a critical annotated bibliography to be presented to the department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages with a GPA of 3.7.

**ITAL B399 Senior Conference**

Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages.

**ITAL B403 Supervised Work**

Offered with approval of the Department.

**FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

**HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe**

Not offered 2020-21

This course is a detailed examination of the changing nature and definition of sexuality in Europe from the late nineteenth century to the present. Throughout the semester we critically examine how understandings of sexuality changed--from how it was discussed and how authorities tried to control it to how the practice of sexuality evolved. Focusing on both discourses and lived experiences, the class will explore sexuality in the context of the following themes; prostitution and sex trafficking, the rise of medicine with a particular attention to sexology, psychiatry and psychoanalysis; the birth of the homo/hetero/bisexual divide; the rise of the "New Woman"; abortion and contraception; the "sexual revolution" of the 60s; pornography and consumerism; LGBTQ activism; concluding with considering sexuality in the age of cyber as well as genetic technology. In examining these issues we will question the role and influence of different political systems and war on sexuality. By paying special attention to the rise of modern nation-states, forces of nationalism, and the impacts of imperialism we will interrogate the nature of regulation and experiences of sexuality in different locations in Europe from the late nineteenth century to the present.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

## LATIN AMERICAN, IBERIAN, AND LATINA/O STUDIES

Students may complete a minor in Latin American, Iberian and Latina/o Studies.

### Faculty

Coordinators

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

Veronica Montes, Assistant Professor of Sociology and Co-Director of the Latin American, Latina/o and Iberian Studies Program

### Affiliated Faculty

Inés Arribas, Senior Lecturer in Spanish

Kaylea Berard, Senior Lecturer in Spanish

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

Martín Gaspar, Associate Professor of Spanish

Carolina Hausmann-Stabile, Assistant Professor of Social Work on the Alexandra Grange Hawkins Lectureship in Social Work

Gary W. McDonogh, Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

Maria Cristina Quintero, Chair and Professor of Spanish

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

Rosi Song, Professor of Spanish (on leave semesters I & II)

Mecca Sullivan, Assistant Professor of English

### Minor Requirements

To fulfill the requirements, the student must complete:

- An introductory course, GNST 245: Introduction to Latin American, Latina/o and Iberian Studies or its Haverford equivalent: SPAN 240 Latin American and Iberian Culture and Civilization.
- Five courses that count toward the minor. At least one of them should be at the 300-level.
- Students Presentations: In the spring of the senior year, minors will present their individual projects in a conference-style panel. The project should focus on an issue relevant to LA/ILS.
- Language: Although not required, it is strongly recommended that students seek proficiency in one of the languages spoken by peoples of Iberia or Latin America.

### Courses

#### GNST B245 Introduction to Latin American, Iberian and Latina/o Studies

Not offered 2020-21

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the

concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Latin American, Iberian, and Latinx

Counts toward Counts toward International Studies

#### ANTH B235 Comparative Colonialism in Latin America

Spring 2021

This course takes a comparative perspective to consider state development in Central and South America through the early Spanish Colonial era. The course is divided into three sections: in the first third, students learn about the development of the Maya and the Wari, consider the cultural distinctions between the two states, and compare how each state set the stage for the upcoming major imperial empires. The second section studies how Aztec and Inka civilizations built upon (or not) existing infrastructures and religious traditions to become major powers. The third section investigates how Spanish colonial processes were shaped by cultural traditions in Mexico and Peru. Specifically, this third section explores how cultural structures and shifting alliances led to Spanish forces adapting and exacerbating these factors in their ultimately successful conquests of each region. Readings are based mostly on current literature and some book sections. Assignments include a comparative essay based on some aspect of empire (economic strategy, religious practices, hegemonic vs. militaristic conquests), various hands-on small projects and activities, and a final exam.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

#### ANTH B288 Global Latin America

Not offered 2020-21

This course will explore how the region has been constituted and shaped by global forces and how Latin America and its people also influence the world on a global scale. We will focus on three historical moments - the colonial encounter, the Cold War, and the neoliberal era - and their legacies. Guiding questions will include: how has the patriarchal system instituted under Spanish colonialism influenced ideas about gender, race, and religion? How does the legacy of U.S. Cold War intervention in Latin America subtly play out in within contemporary discussions about democracy, human rights, and development? How have neoliberal policies produced a discourse of economic growth that ignores increasing economic polarization in the region? How do these broad structures of power influence the everyday lives of Latin Americans? The course will focus primarily, although not exclusively, on South America.

Cross-Cultural Analysis (CC)

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward International Studies

#### ENGL B217 Narratives of Latinidad

Spring 2021

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics

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

Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

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

Not offered 2020-21

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

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B239 African American Poetry**

Not offered 2020-21

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

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

Not offered 2020-21

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms "visionary fiction." Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

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

Not offered 2020-21

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

Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B339 Latina/o Culture and the Art of Migration**

Not offered 2020-21

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises

## LATIN AMERICAN, IBERIAN, AND LATINO/A STUDIES

from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **ENGL B345 Topics in Narrative Theory**

Section 001 (Fall 2019): Theory of the Ethnic Novel

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Latin American, Iberian, and Latinx

### **ENVS B322 Decolonial Science, Technology and Environment**

Fall 2020, Spring 2021

The course explores the application of decolonial concepts at the intersections of science, technology, and environmental studies. How can we understand uneven social dynamics bound to sciences and technologies—with corresponding opportunities to reconfigure environmental scientific approaches? We analyze case studies that foreground diverse Latina/o and Indigenous populations of the Americas and Caribbean. Four segments include: (I) bridging sociology of science and technology with decolonial theory; (II) conservation and forestry practices; (III) science contestations around pollution and pesticides; and (IV) climate change and disasters. Prerequisite: 200-level course in ENVS or LAILS or SOCL or ANTH or permission of instructor.

Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B127 Indigenous Leaders 1492-1750**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Peace, Justice and Human Rights  
HIST B129 The Religious Conquest of the Americas  
Not offered 2020-21

The course examines the complex aspects of the European missionization of indigenous people, and explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B200 The Atlantic World 1492-1800**

Not offered 2020-21

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.

Inquiry into the Past (IP)  
Counts toward Counts toward Africana Studies  
Counts toward Counts toward Latin American, Iberian, and Latinx  
Counts toward Counts toward International Studies

### **HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

Fall 2020

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.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Environmental Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **HIST B215 Europe and the Other 1492-1800**

Not offered 2020-21

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies



**HIST B265 Colonial Encounters in the Americas**

Not offered 2020-21

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Inquiry into the Past (IP)

Counts toward Africana Studies

Counts toward Latin American, Iberian, and Latinx Studies

**HIST B327 Topics in Early American History**

Section 001 (Spring 2020): Settler Colonialism in the Americas 1500-1800

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Latin American, Iberian, and Latinx Studies

**HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction**

Not offered 2020-21

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors.

Counts toward Latin American, Iberian, and Latinx Studies

**LING B140 Language and Empire in Mesoamerica**

Not offered 2020-21

In this course we look at language and empire in Mesoamerica from a linguistic perspective. Students learn about the languages and linguistic features of the Mesoamerican area. The course features three “imperial” languages: Nahuatl, Spanish, and English. We consider the roles that language can have in building and maintaining empire and explore the linguistic landscape of Mesoamerica in its entirety. For example, we examine the role of Nahuatl in place names throughout Mesoamerica, the use of Spanish bilingual texts in the spread of Catholicism, and why in modern Mexico, speaking Spanish with an English accent might be viewed as “cool” but speaking Spanish with a Zapotec accent can be viewed as “uneducated”. The course ends with a unit on ways that speakers of indigenous Mesoamerican languages push back against linguistic colonialism, including opportunities to hear first hand from language activists about their experiences and efforts. This course is reading, writing, and discussion heavy. This course is designated as satisfying the following approaches at BMC: CI and CC. This course should also count towards the Latin American, Iberian, and Latino Studies concentration.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

**SOCL B232 A Sociological Journey to Immigrant Communities in Philly**

Spring 2021

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies, anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Latin American, Iberian, and Latinx Studies

**SOCL B235 Mexican-American Communities**

Fall 2020

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering

## LATIN AMERICAN, IBERIAN, AND LATINO/A STUDIES

the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Praxis Program

### **SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges**

Not offered 2020-21

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second generation and segmented assimilation, and citizenship will be included.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B110 Análisis cultural y gramática en contexto**

Not offered 2020-21

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. Written and oral proficiency is emphasized. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Cross-Cultural Analysis (CC)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B120 Introducción al análisis literario**

Fall 2020, Spring 2021

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the

Spanish major. Prerequisite: SPAN 102, or placement. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B208 Drama y sociedad en España**

Fall 2020

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Inquiry into the Past (IP). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B209 Lo que hemos comido: Identidades en España**

Not offered 2020-21

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of "Spain" to the world. We will examine, for instance, how this new trend compares to the tourism industry endorsed by the dictatorship in the 1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terroir, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Prerequisite: SPAN 120 or permission of instructor. Cross-Cultural Analysis (CC). Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B211 Borges y sus lectores**

Spring 2021

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B223 Género y modernidad en España**

Not offered 2020-21

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. Prerequisites: B120 or a SPAN 200-level course.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B231 El cuento y novela corta en España**

Not offered 2020-21

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, Zayas, and a number of contemporary writers such as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B233 Focus: La Habana y sus textos**

Not offered 2020-21

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima, Reinaldo Arenas, Marilyn Bobes, Leonardo Padura. Selective films by Cuban directors. Prerequisite: SPAN B120 or one 200-level Spanish course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B234 Focus: El cuento de lo fantástico en Hispanoamérica**

Not offered 2020-21

A survey of Spanish American short story, focused on the fantastic. Authors include Poe, Quiroga, Borges, Cortázar, Ocampo, Peri Rossi, Ferré, Mutis, Poniatowska and Valenzuela. Taught in Spanish. Prerequisite: SPAN B120 or another 200-level Spanish course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B242 José Martí y el equilibrio mundial**

Not offered 2020-21

An introductory course on José Martí: the writer, the thinker, the revolutionary. Texts include selections from *La Edad de Oro* (a magazine for children), essays on the arts, the United States, *Nuestra América*, political struggle and interdependence ("world equilibrium"), a selection of his poetic works and a novella. Prerequisite: SPAN B120 or another SPAN 200-level course.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B243 Temas de la literatura hispana**

Spring 2021

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major.

Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and recent films. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Current topic description: This course will deal with the following women writers in Spain and the New World from the early modern era. Among the writers we will consider: Sor Juana Inés de la Cruz, María de Zayas, and Emilia Pardo Bazán.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Spring 2021

Stereotypically, Latin Americans are viewed as "emotional people"—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)

Cross-Cultural Analysis (CC)

Counts toward Film Studies

Counts toward Latin American, Iberian, and Latinx Studies

**SPAN B260 Ariel/Calibán: colonialismo y neocolonialismo**

Fall 2020

A study of the transformations of Ariel/Calibán as images of Latin American and Caribbean cultures. Prerequisite: B120 or another SPAN 200-level course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx

**SPAN B307 Cervantes**

Not offered 2020-21

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

## LATIN AMERICAN, IBERIAN, AND LATINO/A STUDIES

and Cultures Concentration. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B309 La mujer en la literatura española del Siglo de Oro**

Not offered 2020-21

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B312 Latin American and Latino Art and the Question of the Masses**

Not offered 2020-21

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Course does not meet an Approach

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Museum Studies

### **SPAN B314 Latinoamérica: Diversidad Conflicto Cult**

Not offered 2020-21

This class studies the representation of regional, national, and individual identity in contemporary Latin American novels. Works include novels from Argentina, Brazil, Chile and Peru written by female and male writers. The selected novels present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. Several primary questions will guide our analysis of the course texts: What is identity? How are national and regional identities constructed and why? What are the socio-historical, cultural and political influences on identity? What does the study of

the Latin American novel reveal about the relationship among economic development, the construction of social identities, and citizenship? How can the study of the novel help us to understand the dynamics of race, class and gender in specific Latin American contexts? Prerequisite: at least one SPAN 200-level course.

Course does not meet an Approach

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B315 El futuro ya llegó: relatos del presente en América Latina**

Fall 2020, Spring 2021

Taught in Spanish. In the 21st Century, "Here and now" is not what it used to be. There is no single "here" but instead multiple, coexisting realities (that of the cellphone, the street, the 'world'.) There's no clear present when the "now" is multiple. In this course we will explore 21st century Latin American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances---fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life "here and now." Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B326 Voces trasplantadas: teoría y práctica de la traducción**

Not offered 2020-21

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature." Prerequisite: At least one 200 level Spanish course.

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Praxis Program

### **SPAN B330 La novela de formación femenina en América Latina**

Spring 2021

Perhaps the most successful novelistic genre is the Bildungsroman or "coming-of-age": novels that follow the development of a person from youth to adulthood, from inexperienced to mature. But what happens when these protagonists are women, often facing the hurdles of societies

that impede or limit growth and choice? Since the 19th Century, Latin American female authors have explored the struggles of “growth” and the various models of womanhood available in their societies. In this course, we will read a total of six Latin American Bilgunsromane of the 19th, 20th, and 21st century written by women authors from various countries. We will look at normative definitions and expectations of coming-of-age novels and how these authors created new options for themselves, for their characters, and for their readers.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B332 Novelas de las Américas**

Spring 2021

What do we gain by reading a Latin American or a US novel as “American” in the continental sense? What do we learn by comparing novels from “this” America to classics of the “other” Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.

Counts toward Latin American, Iberian, and Latinx

### **SPAN B351 Tradición y revolución: Cuba y su literatura**

Spring 2021

An examination of Cuba, its history and its literature with emphasis on the analysis of cultural and economic transformations. Major topics include slavery and resistance; Cuba’s struggles for freedom; changing cultural policies and film of the Revolution. Prerequisite: at least one SPAN 200-level course. Counts toward Latin American, Iberian and Latina/o Studies.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B370 Literatura y delincuencia**

Fall 2020

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC’s pre-1898 requirement.

Counts toward Latin American, Iberian, and Latinx

## LINGUISTICS

Bi-Co students may major or minor in the Tri-Co Linguistics Department (Bryn Mawr, Haverford and Swarthmore).

### **Faculty**

Jane Chandlee, Assistant Professor of Linguistics (Haverford)

Shizhe Huang, C.V. Starr Professor of Asian Studies (Haverford)

Brook D. Lillehaugen, Co-Chair and Associate Professor of Linguistics (Tri-College)

Amanda Payne, Visiting Assistant Professor of Linguistics (Haverford)

Kate Riestenberg, Postdoctoral Fellow in Linguistics (Haverford)

### **Affiliated Faculty**

#### **At Swarthmore**

Theodore B. Fernald, Professor and Co-Chair

Emily A. Gasser, Assistant Professor

K. David Harrison, Professor

Patricia L. Irwin, Visiting Assistant Professor

Donna Jo Napoli, Professor

Jonathan North Washington, Assistant Professor

Miranda Weinberg, Visiting Assistant Professor

#### **At Bryn Mawr**

Deepak Kumar, Professor of Computer Science

Amanda Weidman, Associate Professor of Anthropology

#### **At Haverford**

Marilyn Boltz, Professor of Psychology

Ana López-Sánchez, Associate Professor of Spanish

Danielle Macbeth, T. Wistar Brown Professor of Philosophy

Maud McInerney, Associate Professor of English

Linguistics is the scientific study of language, the medium which allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which will prepare students for future pursuits in any field where such skills are essential. Linguistics is also relevant to other disciplines, such as Psychology, Philosophy, Mathematics, Computer Science, Sociology and Anthropology. (Some of our students have double majored with one of them.)

The primary goals of the linguistics major are to introduce students to the field of linguistics proper through a series of foundation courses in linguistics theory and methodology; to provide training in the application of certain theoretical and methodological tools to the analysis of linguistic data; and to offer an array of interdisciplinary courses that allow students to explore other related fields that best suit their interests.

## Major Requirements

The Tri-Co Linguistics Department offers two majors: Linguistics and Linguistics and Language

Students may learn more about the major requirements at the following websites:

(<http://www.haverford.edu/linguistics/>)  
(<http://www.swarthmore.edu/SocSci/Linguistics/>).

All Linguistics and Linguistics and Languages course majors must take one course or seminar from each of the following three lists:

- Sounds: LING H115 at HC or LING045, 052 at SC
- Forms: LING H113 at HC or LING050 at SC
- Meanings: LING H114 at HC or LING026, 040 at SC

All Linguistics and Linguistics and Languages course majors are required to take the structure of a non-Indo-European Language, typically LING282 at HC, or LING061, 062, 064 at SC.

All majors must take three elective courses in Linguistics or related fields.

In addition, all Linguistics and Linguistics & Languages majors are required to write a senior thesis in the fall of their senior year in LING100 (Research Seminar) or LING H399, a one credit course. This paper constitutes the comprehensive requirement.

Honors majors do all of the above plus two research projects (each carries one credit) to be completed independently in the spring of their senior year and conclude with an oral examination.

## Minor Requirements

Students may minor in linguistics by completing six credits in the following three areas of study:

- A. Mandatory Foundation Courses (three credits):
- LING H113 or LING S050 Introduction to Syntax
  - LING H114 or LING S040 Introduction to Semantics
  - LING H115 Phonetics and Phonology
- B. Synthesis Courses (choose one):
- LING H282 Structure of Chinese
  - LING H382 Topics in Chinese Syntax and Semantics
  - LING S060 Structure of Navajo
  - LING S062 Structure of American Sign Language
  - LING S064 Structure of Tuvan
- C. Elective Courses (choose two):
- LING/PSYC H238 The Psychology of Language
  - LING B101 Introduction to Linguistics
  - LING/PHIL H253 Analytic Philosophy of Language
  - LING/PHIL H260 Historical Introduction to Logic
  - LING/ANTH B281 Language in the Social Context
  - LING/CMSC B325 Computational Linguistics
  - LING/SPAN H365 The Politics of Language in the Spanish-Speaking World
  - LING/EAST H382 Topics in Chinese Syntax and Semantics

All linguistics courses offered at Swarthmore College will be accepted for minor credit for various categories.

Students who plan to declare either major in the Linguistics Department:

At the college level, students must fill out the major declaration form as required by the Registrar's Office of your college.

At the departmental level, students must fill out the Sophomore Paper, scan it and email it to Brook Lillehaugen (blilleha@bryn.mawr.edu) AND Dorothy Kunzig (dkunzig1@swarthmore.edu).

Contact Information for Bi-Co students: Brook Lillehaugen, Co-Chair of Tri-Co Linguistics Department, blilleha@haverford.edu.

## Courses

### LING B101 Introduction to Linguistics

Fall 2020

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.

Cross-Cultural Analysis (CC)  
Counts toward Praxis Program

### LING B140 Language and Empire in Mesoamerica

Not offered 2020-21

In this course we look at language and empire in Mesoamerica from a linguistic perspective. Students learn about the languages and linguistic features of the Mesoamerican area. The course features three "imperial" languages: Nahuatl, Spanish, and English. We consider the roles that language can have in building and maintaining empire and explore the linguistic landscape of Mesoamerica in its entirety. For example, we examine the role of Nahuatl in place names throughout Mesoamerica, the use of Spanish bilingual texts in the spread of Catholicism, and why in modern Mexico, speaking Spanish with an English accent might be viewed as "cool" but speaking Spanish with a Zapotec accent can be viewed as "uneducated". The course ends with a unit on ways that speakers of indigenous Mesoamerican languages push back against linguistic colonialism, including opportunities to hear first hand from language activists about their experiences and efforts. This course is reading, writing, and discussion heavy. This course is designated as satisfying the following approaches at BMC: CI and CC. This course should also count towards the Latin American, Iberian, and Latino Studies concentration.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Latin American, Iberian, and Latinx Studies

### LING B200 Multilingualism and Second Language Acquisition

Spring 2021

It is estimated that at least 60% of the world population speaks more than one language, while this is true of only around 15-20% of Americans. Misconceptions about multilingualism,

multidialectalism, and language learning are common in American society, and these can often lead to bias and discrimination. This course examines these topics from a variety of sociocognitive angles, including language learning, language processing, dialectal variation, language contact, language and identity, and language policy. The following types of questions will be considered: What do multilingual speakers' linguistic resources mean to them? What are the linguistic 'rules' of code-switching? How is learning languages as a child different from learning languages as an adult? Can you 'forget' a language you once knew? How can public policies discourage or support multilingualism? This is a seminar-style course that will use a mix of discussion, lecture, and interactive activities to give students a strong foundation in both classical and recent research on these topics while also inviting students to explore personal curiosities and multilingualism in their own lives. It is also a writing intensive course that will guide students to analyze the style and structure of academic works, offer low-stakes opportunities to improve writing skills, and provide feedback on how to polish written work into a strong final version. Prerequisites: At least one previous Linguistics course (any course)

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies

### **LING B399 Senior Thesis Seminar**

This seminar exposes students to linguistic research methods and guides them through the conceptualization of a topic, the research, and the writing of a senior thesis. All linguistics majors must write their senior thesis in this seminar or Ling S100 or S195.

### **LING B403 Supervised Work**

#### **ANTH B246 The Everyday Life of Language: Field Research in Linguistic Anthropology**

Not offered 2020-21

The goal of this course is to develop an awareness of how language operates in various interactional and other (eg. ritual, performance, political) contexts that we commonly experience. The focus will be on gaining hands-on experience in doing linguistic anthropological data collection and analysis, and putting the results of individual student projects together as part of initiating an ongoing, multi-year project. Topics that students explore ethnographically may include: language and gender; language, race and social indexicality; sociolinguistic variation; codeswitching; register and social stance; language and social media. Student research will involve ethnographic observation, audio-recording of spoken discourse, conducting interviews, and learning how to create a transcript to use as the basis for ethnographic analysis. Students will work in parallel on individual projects cohering around a particular topic, and class time will be used to discuss the results and synthesize insights that develop from bringing different ethnographic contexts together. For the praxis component of the course, students will use the experience they have gained to generate ideas for components of a middle school/high school language arts curriculum that incorporates linguistic anthropology concepts and student-driven research on language.

Cross-Cultural Analysis (CC)  
Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Praxis Program

### **ANTH B281 Language in Social Context**

Spring 2021

This course provides an introduction to the concepts and methods of linguistic anthropology, which can help us understand the role language plays in constructing identities, creating social and political hierarchies, and shaping understandings and experiences of the world. The course considers topics relevant to the everyday life of language in the U.S. context, including the relationship between language and gender, race, and socioeconomic inequality, and uses ethnographic materials from a variety of cultural contexts to explore three perspectives that are central to linguistic anthropology. These are: language, power, and the linguistic market: how different languages and the ways of speaking get associated with particular social groups and become valued or devalued; linguistic ideologies and semiotic processes: how language as a system of signs becomes meaningful, to whom, and in what ways; poetics and performance: how people "do things with words" and how the non-referential (sonic, poetic) aspects of language matter. Prerequisite: ANTH B102, ANTH H103 or permission of instructor.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)

### **CMSC B325 Computational Linguistics**

Not offered 2020-21

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts toward Counts toward Neuroscience

### **SPAN B216 Introducción a la lingüística hispánica**

Spring 2021

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor. Critical Interpretation (CI)

Critical Interpretation (CI)

## **Courses at Haverford**

### **LING H101 Introduction to Linguistics**

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

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

## LINGUISTICS

focuses on the variety of human language structures and on the question of universal properties of language.

### **LING H113 Introduction to Syntax**

Division: Humanities; Symbolic Reasoning  
Domain(s): B: Analysis of the Social World

This course is a hands-on investigation of sentence structures in human language. This is a participation intensive course. Collectively, the class will develop an increasingly complex syntactic theory starting with basic assumptions and seeing where they lead. In the process, students will develop skills in observing syntactic patterns and analyzing these patterns in order to come to some generalizations on their own.

### **LING H114 Introduction to Semantics**

Division: Humanities; Symbolic Reasoning Domain(s): B: Analysis of the Social World This course focuses on the study of meaning in human language. We will explore semantic issues that arise from the lexicon, the sentences, and the discourse. Along the way, we will investigate not only the semantic structure of natural language but also pragmatic factors that affect language use. This is a participation-intensive course. In the process, students will not only learn the basic semantic theory but will also develop skills in observing semantic patterns and analyzing these patterns in order to come to some generalizations on their own.

### **LING H115 Phonetics and Phonology**

Division: Humanities; Symbolic Reasoning  
Domain(s): B: Analysis of the Social World

This course investigates the sound patterns found in human languages. Phonetics is the study of these patterns from a physical and perceptual perspective while phonology is the study of sound patterns from a cognitive perspective. Activities in the class will expose students to the methodologies used by both perspectives (articulatory description and acoustic analysis for phonetics and formal theoretical models for phonology) and show the necessity and utility of both approaches in understanding the nature of sound patterns in human language.

### **LING H125 Sociolinguistics: Language, Culture, and Society**

Division: Humanities  
Domain(s): B: Analysis of the Social World

An introduction to the connection between language and social and identity as it is studied from a variety of methodologies and perspectives, including ethnography, variationist sociolinguistics, and experimental sociolinguistics in the lab. Students will collect and analyze data from real-life speech to explore the social correlates of linguistic behavior, using both qualitative and quantitative methods to analyze their data.

### **LING H131 Modality in Language: Mandarin and ASL as Examples**

Division: Humanities  
Domain(s): C: Physical and Natural Processes

In this course we look at five issues where modality effects might be expected to be evidenced. We compare the data on Mandarin and ASL and discuss possible ramifications for linguistic theory. The issues range across the grammar, with a final question about possible generalizations arrived at during

the semester. Prerequisite(s): One prior or concurrent course in linguistics. Note: No knowledge of Mandarin or ASL will be assumed.

### **LING H146 Linguistic Diversity, Threats to Diversity, and Resistance**

Division: Humanities  
Domain(s): B: Analysis of the Social World

The course address issues of linguistic diversity, experiences of difference, power structures as they relate to the perception and use of language, and struggles for justice in linguistic context.

### **LING H204 Topics in Introductory Programming: Language and Computation**

Division: Natural Science; Quantitative; Symbolic Reasoning  
Domain(s): C: Physical and Natural Processes

A general introduction to computer programming, in the context of its application to a specific discipline such as Data Analysis or Bioinformatics. Prerequisite for CMSC 107, along with discipline-specific analysis. Not for students who have completed CMSC 105 and/or 107. This course is equivalent to CMSC 104. Prerequisite(s): LING H101, H113, or H115

### **LING H208 Speech Synthesis and Recognition**

Division: Natural Science; Symbolic Reasoning Domain(s): C: Physical and Natural Processes An introduction to the methodologies used in the automated recognition and synthesis of human speech, focusing on Hidden Markov Models in recognition and unit selection in synthesis. Students will get hands-on experience with implementing the various components of these systems to better understand the techniques, challenges, and open areas of research. Crosslisted: Computer Science, Linguistics Prerequisite(s): LING 204, CS105 and 106 OR CS107 OR BMC 110 and 206 OR instructor consent

### **LING H214 Spanish in the US: Language, Identity, and Politics**

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An examination of the social histories, geopolitical forces and linguistic ideologies that have shaped Spanish and its study in the U.S. This course will be taught in Spanish. Prerequisite(s): Course at the 200- level in Spanish or Linguistics

### **LING H215 The Structure of Colonial Valley Zapotec**

Division: Humanities

A detailed examination of the grammar of Colonial Valley Zapotec, an indigenous language of Oaxaca, Mexico. Focus on hands-on research, morphological analysis, and translation of archival documents.

Prerequisite(s): LING 113; and one of the following: LING 101, 114, 115, or instructor consent

### **LING H250 Seminar in Phonetics and Phonology**

Division: Humanities; Symbolic Reasoning  
Domain(s): B: Analysis of the Social World

This course provides theoretical and empirical breadth in



advanced topics in phonetics and / or phonology. It also serves to introduce students to new ideas and recent developments in the field. Topics vary from semester to semester.

Prerequisite(s): LING 115

### LING H282 Structure of Chinese

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course is designed to acquaint students with both the syntactic and semantic structures of Mandarin Chinese and the theoretical implications they pose to the study of natural language. Students will have an opportunity to further their understanding of linguistic theories and to develop skills in analyzing a non-Indo-European language systematically.

### LING H365 The Politics of Languages in the Spanish-Speaking World

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation. This course is conducted in Spanish.

Crosslisted: Spanish, Linguistics

### LING H399 Senior Thesis

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This seminar exposes students to linguistic research methods and guides them through the conceptualization of a topic, the research, and the writing of a senior thesis. All linguistics majors must write their senior thesis in this seminar or Ling S100 or S195. Enrollment limited to 15 students, Senior linguistics majors only.

### LING H460 Teaching Assistant

## MATHEMATICS

Students may complete a major or minor in Mathematics. Within the major, students may complete the requirements for secondary school certification. In addition, there are various programs that, for suitably advanced students, can be combined with the major. These include the combined A.B./M.A. program at Bryn Mawr, and combined degree programs in engineering at the California Institute of Technology, Columbia University, and the University of Pennsylvania.

### Faculty

John Bergdall, Assistant Professor of Mathematics

Leslie Cheng, Rachel C. Hale Professor in the Sciences and Mathematics

Victor Donnay, Professor of Mathematics on the William R. Kenan, Jr. Chair (on leave semester I)

Erica Graham, Assistant Professor of Mathematics

Peter Kasius, Senior Lecturer in Mathematics

Paul Melvin, Professor of Mathematics (on leave semester I)

Djordje Milićević, Associate Professor of Mathematics

Walter Stromquist, Visiting Associate Professor Daisy Sudparid, Instructor

Lisa Traynor, Professor and Chair of Mathematics and the Class of 1897 Professor of Science

The Mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

### Major Requirements

A minimum of 10 semester courses is required for the major, including the six core courses listed below and four electives at or above the 200 level.

Core Requirements:

MATH B201 Multivariable Calculus (H121 or H216)

MATH B203 Linear Algebra (H215)

MATH B301 Real Analysis I (H317)

MATH B303 Abstract Algebra I (H333)

MATH B302 Real Analysis II (H318) or MATH B304 Abstract Algebra II (H334)

MATH B398 or B399 Senior Conference

The course numbers HXXX refer to Haverford College equivalents. With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major advisor.

MATH B301 and MATH B302 have been designated as Writing Attentive (WA). As the analysis and algebra sequences, MATH 301/302 and MATH 303/304, both have a strong proof writing focus, students often find it useful to take a course such as MATH 206 (Transition to Higher Mathematics) before they enroll in these sequences.

The Department will change the core requirements in coming years. As a transition to this change, with permission of the Mathematics Department certain other 300-level or 500-level math courses may be substituted for MATH B302 or MATH B304. In particular, for the 2020-2021 academic year, these include MATH B312 Topology, MATH B325 Advanced Topics in Applied Mathematics, MATH B512 General Topology, MATH B525 Algebraic Topology, MATH H395 Enumerative Combinatorics, MATH H396 Topics in Probability and Statistics, and MATH H397 Mathematical Modeling.

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

## MATHEMATICS

program of study should be designed with the advice of a major advisor.

### Math Electives

Any mathematics course at or above the 200-level (including graduate courses) or any course cross-listed as a mathematics course at Bryn Mawr or Haverford can be used as an elective towards the major.

In addition, some Bryn Mawr and Haverford courses from departments other than mathematics that have a substantial mathematical content may also be counted as electives. Currently, courses that count as math electives include:

- CHEM B221: Physical Chemistry I or CHEM H305 Quantum Chemistry;
- CHEM B321: Advanced Physical Chemistry;
- CMSC B231: Discrete Mathematics;
- CMSC B310: Computational Geometry;
- CMSC B340: Analysis of Algorithms;
- ECON B304/ECON H304: Econometrics;
- PHYS B306: Mathematical Methods in the Physical Sciences;
- PHYS B328: Galactic Dynamics and Mechanics.

A student may also, in consultation with a major advisor, petition the Department to accept additional courses as electives.

At most three courses can be doubled counted for a second major.

### Major Writing Requirement

Students will take two writing attentive courses to satisfy the major writing requirement. Courses that are designated as writing attentive are MATH B301 and MATH B303.

### Honors

A degree with honors in mathematics will be awarded by the Department to students who complete the major in mathematics and also meet the following further requirements:

- at least two additional units of work at the 300 level or above (which may include one or two units of MATH 400 or MATH 403),
- a grade point average of at least 3.6, calculated using the grades from 10 math courses: the six math core courses and the highest grades in four math electives (excluding 400-level),
- grades of 3.7 or 4.0 in all 400-level math courses,
- completion of a commendable project consisting of a written thesis and an oral presentation of the thesis.

Additional guidelines and requirements for an honors level thesis and presentation can be found on the Mathematics Department's web page.

### Minor Requirements

The math minor requires five courses in mathematics at Bryn Mawr or Haverford.

Two of the mathematics courses must be at the 300-level or higher and the remaining three courses must be at least at

the 200-level or higher; the Haverford course, Math H121, Multivariable Calculus, can also be counted towards the math minor as if it were a 200-level course.

Any of the courses from other departments listed in the above Math Electives description can be counted as a mathematics course towards the minor. These courses may only be counted as 200-level courses for the purposes of the math minor, regardless of their course numbers within their own departments. At most one course may double-count towards both your major and the math minor.

It may also be possible to count certain math courses taken at other colleges and universities towards the math minor. This will always require special permission from the Mathematics Department.

### Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and could enroll in MATH 102 or MATH 201 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 201 as their first mathematics course. All other students are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

### Courses

#### MATH B100 Introduction to Calculus

Fall 2020, Spring 2021

This course introduces the concepts and skills that provide a foundation for calculus, the study of how things change. Functions that provide useful models for studying the change of a wide variety of phenomena will be introduced and analyzed through the concepts of limits and derivatives.

Quantitative Methods (QM)

#### MATH B101 Calculus I

Fall 2020, Spring 2021

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

#### MATH B102 Calculus II

Fall 2020, Spring 2021

This is the second in a sequence of two courses that covers single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Quantitative Methods (QM)

#### MATH B104 Basic Probability and Statistics

Fall 2020, Spring 2021

This course introduces key concepts in descriptive and

inferential statistics. Topics include summary statistics, graphical displays, correlation, regression, probability, the Law of Large Numbers, expected value, standard error, the Central Limit Theorem, hypothesis testing, sampling procedures, bias, and the use of statistical software.

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

**MATH B151 Introduction to Math and Sustainability**

Not offered 2020-21

The world faces many sustainability challenges: climate change, energy, over-population, natural resource depletion. Using techniques of mathematical modeling including dynamical systems and bifurcation theory (tipping points), we will study quantitative aspects of these problems. No advanced mathematics beyond high school mathematics (pre-calculus) is required.

Quantitative Methods (QM)

Counts toward Environmental Studies

**MATH B201 Multivariable Calculus**

Fall 2020

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Quantitative Methods (QM)

**MATH B203 Linear Algebra**

Spring 2021

This course considers systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, linear independence, bases, dimension, linear transformations, eigenvalues, eigenvectors, orthogonality, and applications of linear algebra. Prerequisite (or corequisite): Math 102.

Quantitative Methods (QM)

**MATH B205 Theory of Probability with Applications**

Not offered 2020-21

The course analyzes repeatable experiments in which short-term outcomes are uncertain, but long-run behavior is predictable. Topics include: random variables, discrete distributions, continuous densities, conditional probability, expected value, variance, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: Math 201.

Quantitative Methods (QM)

**MATH B206 Transition to Higher Mathematics**

Spring 2021

This course focuses on mathematical writing and proof techniques. Topics include symbolic logic, set notation and quantifiers, proof by contradiction and induction, set notation and operations, relations and partitions, functions, and more. Prerequisite (or corequisite): Math 203.

Quantitative Methods (QM)

**MATH B208 Introduction to Modeling and Simulation**

Spring 2021

Mathematical models are constructed to describe the complex world within and around us. Computational methods are employed to visualize and solve these models. In this course, we focus on developing mathematical models to describe real-world phenomena, while using computer simulations to examine prescribed and/or random behavior of various systems. The course includes an introduction to programming (in R or Matlab/Octave), and mathematical topics may include discrete dynamical systems, model fitting using least squares, elementary stochastic processes, and linear models (regression, optimization, linear programming). Applications to economics, biology, chemistry, and physics will be explored. Prior programming experience not required.

Course does not meet an Approach

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

**MATH B210 Differential Equations with Applications**

Spring 2021

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical, and analytic methods. Applications to physics, biology, and economics. Co-requisite: MATH 201 or 203.

Quantitative Methods (QM)

**MATH B221 Introduction to Topology and Geometry**

Not offered 2020-21

An introduction to the ideas of topology and geometry through the study of knots and surfaces in three-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Co-requisite: MATH 201 or 203.

Quantitative Methods (QM)

**MATH B225 Introduction to Financial Mathematics**

Not offered 2020-21

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.

Quantitative Methods (QM)

**MATH B290 Elementary Number Theory**

Fall 2020

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.

Quantitative Methods (QM)

**MATH B295 Select Topics in Mathematics**

Section 001 (Fall 2020): Enumerative Combinatorics

Section 001 (Fall 2019): History of Math

Section 001 (Spring 2021): History of Mathematics

## MATHEMATICS

Section 002 (Spring 2021): Codes and Ciphers

Section 002 (Fall 2019): Math Modeling and Sustainability

Fall 2020, Spring 2021

This is a topics course. Course content varies. Not all topics are open to first year students.

Current topic description: Enumerative combinatorics is a collection of techniques for enumerating a set of objects (saying how many) without listing all the possibilities. Combinatorial techniques are often applied to questions of probability in situations when all outcomes are equally likely. For example, in a game of poker, any combination of five cards is equally likely to be dealt from a well-shuffled deck. What is the probability that any particular set of five cards form a full house (three of one rank and two of another)? To answer this question, we divide the number of full-house combinations by the total number of five-card combinations. To obtain these two numbers without listing all the possibilities, we use combinatorics. Although combinatorial problems can often be stated in the language of puzzles and games, the results have applications throughout mathematics, both pure and applied. Topics include: permutations, combinations, binomial identities, generating functions, recurrence relations, inclusion-exclusion, and Polya's enumeration formula.

Current topic description: This course examines a collection of beautiful and significant results from the history of mathematics. These are approached much as we would approach great paintings or great novels - by introducing the creator, by describing the historical context, and then by considering the work in close detail. We include theorems from Euclid, Archimedes, Newton, and Euler, and our topics range from geometry to number theory to calculus. The course thus features biography and history, but at its heart is a careful examination of some of the foremost mathematical landmarks of all time. Prerequisites: Students should have completed at least one mathematics class at the 200 level.

Current topic description: This course is an introduction to classical and modern methods for encoding secret messages (cryptography) and the science of breaking codes and ciphers (cryptanalysis). It blends the history of secret writing, the art of creating codes, and the mathematics underlying the theory and practice of encryption and decryption. Topics include substitution and transposition ciphers, Vigenere and Hill ciphers, statistical methods in cryptanalysis, and applications from linear algebra and number theory to cryptanalysis, digital signatures, PGP, RSA, and other public-key ciphers. Latter topics also will require use of computer applets. Prerequisite: Math 203 or 206, or permission of instructor.

Quantitative Methods (QM)

Counts toward Environmental Studies

Counts toward Praxis Program

### **MATH B301 Real Analysis I**

Fall 2020

A first course in real analysis, providing a rigorous development of single variable calculus, with a strong focus on proof writing. Topics covered: the real number system, elements of set theory and topology, limits, continuous functions, the intermediate and extreme value theorems, differentiable functions and the mean value theorem, uniform continuity, the Riemann integral, the fundamental theorem of calculus. Possible additional topics include analysis on metric spaces or dynamical systems.

Prerequisite: MATH 201. Some students also find it helpful to have taken a transitional course such as MATH 206 before enrolling in this course.

### **MATH B302 Real Analysis II**

Spring 2021

A continuation of Real Analysis I: Infinite series, power series, sequences and series of functions, pointwise and uniform convergence, and additional topics selected from: Fourier series, calculus of variations, the Lebesgue integral, dynamical systems, and calculus in higher dimensions. Prerequisite: MATH 301.

### **MATH B303 Abstract Algebra I**

Fall 2020

A first course in abstract algebra, including an introduction to groups, rings and fields, and their homomorphisms. Topics covered: cyclic and dihedral groups, the symmetric and alternating groups, direct products and finitely generated abelian groups, cosets, Lagrange's Theorem, normal subgroups and quotient groups, isomorphism theorems, integral domains, polynomial rings, ideals, quotient rings, prime and maximal ideals. Possible additional topics include group actions and the Sylow Theorems, free abelian groups, free groups, PIDs and UFDs. Prerequisite: MATH 203. Some students also find it helpful to have taken a transitional course such as MATH 206 before enrolling in this course.

### **MATH B304 Abstract Algebra II**

Spring 2021

A continuation of Abstract Algebra I. Vector spaces and linear algebra, field extensions, algebraic and transcendental extensions, finite fields, fields of fractions, field automorphisms, the isomorphism extension theorem, splitting fields, separable and inseparable extensions, algebraic closures, and Galois theory. Also, if not covered in Abstract Algebra I: group actions and Sylow theorems, free abelian groups, free groups, PIDs and UFDs. Possible additional topic: finitely generated modules over a PID and canonical forms of matrices. Prerequisite: MATH 303.

### **MATH B308 Applied Mathematics I**

Not offered 2020-21

This course will provide a general introduction to methods and modeling in applied mathematics. A variety of mathematical tools will be used to develop and study a wide range of models, including deterministic, discrete, and stochastic methods. Additional emphasis will be placed on techniques for analyzing mathematical models, including phase plane methods, stability analysis, dimensional analysis, bifurcation theory, and computer simulations. Applications to biology, physics, chemistry, engineering, and the social sciences may be discussed. Prerequisite: Math 203 or equivalent, or permission from instructor.

### **MATH B312 Topology**

Fall 2020

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces, introduction to geometric topology (classification of surfaces, manifolds). Typically offered yearly in

alternation with Haverford. Co-requisite: MATH 301, MATH 303, or permission of instructor.

**MATH B317 AdvTopics in Mathematics**

Not offered 2020-21

This is an advanced topics course. Course content varies.

Quantitative Readiness Required (QR)

**MATH B325 Advanced Topics in Applied Mathematics**

Fall 2020

This topics course will focus on one advanced area in applied mathematics. Topics may include numerical linear algebra, applied partial differential equations, optimal control, parameter estimation and model fitting.

Current topic description: Fall 2020 topic: Numerical linear algebra. This course provides an introduction to the theory and application of numerical linear algebra. Theoretical topics may include Gaussian elimination, orthogonality, vector/matrix norms, singular value decomposition, QR factorization, Gram-Schmidt orthogonalization, projectors and reflectors, least-squares problems, eigenvalue problems. Course material will be supplemented with extensive programming in Matlab/Octave. No prior programming experience required.

Quantitative Readiness Required (QR)

**MATH B390 Number Theory**

Not offered 2020-21

Study of integers with an emphasis on their multiplicative structure and topics related to analysis, and a first course in analytic number theory. Core topics: divisibility and primes, arithmetic functions, average and extremal orders, techniques of analytic number theory, Riemann zeta function, prime number theorem, Dirichlet characters, L-functions. Possible additional topics may include approximations by rational numbers, geometry of numbers, algebraic numbers and class numbers, sums of squares, and the idea of modular forms. Prerequisite: Math 201, and some familiarity with writing proofs (such as Math 206, Math 301/303 as a co-requisite, or permission of instructor)

Quantitative Methods (QM)

**MATH B395 Research Seminar**

Not offered 2020-21

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. This is a topics course. Prerequisite: Permission of instructor.

**MATH B396 Research Seminar**

Not offered 2020-21

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.

**MATH B398 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

**MATH B399 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

**MATH B400 Senior Research**

Independent Study

**MATH B403 Supervised Work**

**MATH B425 Praxis III**

Counts toward Praxis Program

**MATH B501 Graduate Real Analysis I**

Not offered 2020-21

In this course we will study the theory of measure and integration. Topics will include Lebesgue measure, measurable functions, the Lebesgue integral, the Riemann-Stieltjes integral, complex measures, differentiation of measures, product measures, and  $L_p$  spaces.

**MATH B502 Graduate Real Analysis II**

Not offered 2020-21

This course is a continuation of Math 501.

**MATH B503 Graduate Algebra I**

Not offered 2020-21

This is the first course in a two course sequence providing a standard introduction to algebra at the graduate level. Topics in the first semester will include categories, groups, rings, modules, and linear algebra.

**MATH B504 Graduate Algebra II**

Not offered 2020-21

This course is a continuation of Math 503, the two courses providing a standard introduction to algebra at the graduate level. Topics in the second semester will include linear algebra, fields, Galois theory, and advanced group theory. Prerequisite: MATH B503.

**MATH B511 Graduate Complex Analysis I**

Not offered 2020-21

**MATH B512 General Topology**

Fall 2020

This course covers the basic notions of point set topology, with an introduction to algebraic and geometric topology. Topics covered include topological spaces, continuity, compactness, connectedness, quotient spaces, the fundamental group and covering spaces, and the classification of surfaces.

**MATH B517 Adv Topics in Mathematics**

Not offered 2020-21

**MATH B522 Complex Analysis**

Not offered 2020-21

This course covers the basic notions of complex analysis. Topics covered include analytic functions, Cauchy's theorem, the calculus of residues, conformal mappings, Riemann mapping theorem and Picard's little theorem.

## MATHEMATICS

### **MATH B525 Algebraic Topology**

Spring 2021

This course covers the basic notions of algebraic topology. Topics covered include homology theory, cohomology theory, duality on manifolds, and an introduction to homotopy theory.

### **MATH B530 Differential Topology**

Not offered 2020-21

This course covers the basic notions of differential topology. Topics covered include smooth manifolds, smooth maps, differential forms, and integration on manifolds.

### **MATH B701 Supervised Work**

Fall 2020, Spring 2021

### **MATH B701 Supervised Work**

Not offered 2020-21

### **MATH B702 Research Seminar**

Fall 2020

### **MATH B702 Research Seminar**

Not offered 2020-21

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

Fall 2020

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM B104 and MATH B201.

Quantitative Methods (QM)

Counts toward Counts toward Biochemistry and Molecular Biology

### **CMSC B231 Discrete Mathematics**

Spring 2021

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Co-requisites: BIOL B115 or CMSC B110 or CMSC B113 or H105 or H107.

Quantitative Methods (QM)

### **CMSC B310 Computational Geometry**

Not offered 2020-21

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC/MATH B/H231 and CMSC B206 or CMSC/MATH B/H231 and CMSC H106 or CMSC/MATH B/H231 and CMSC H107.

Quantitative Readiness Required (QR)

### **CMSC B340 Analysis of Algorithms**

Fall 2020

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail.

Quantitative Readiness Required (QR)

### **ECON B304 Econometrics**

Spring 2021

The econometric theory presented in ECON 253 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON B253 or ECON H203 or ECON H204 and ECON B200 or ECON B202 and MATH B201 or permission of instructor.

### **PHYS B306 Mathematical Methods in the Physical Sciences**

Fall 2020

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH 201 and 203.

### **PHYS B328 Galactic Dynamics & Advanced Classical Mechanics**

Not offered 2020-21

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

## MIDDLE EASTERN STUDIES

Students may complete a concentration in Middle Eastern Studies.

### Faculty

Grace Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Jennie Bradbury, Assistant Professor of Classical and Near Eastern Archaeology and Acting Co-Director of Middle Eastern Studies

Edwige Crucifix, Assistant Professor of French

Manar Darwish, Lecturer of Arabic and Coordinator of the Bi-Co Arabic Program and Acting Co-Director of Middle Eastern Studies

Nisrin Elamin, Assistant Professor of International Studies

Helen Mesard, Lecturer

Rubina Salikuddin, Post-Doctoral Fellow in Middle Eastern Studies

Elly Truitt, Associate Professor of History (on leave semesters I & II)

Sharon Ullman, Professor of History

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Arts

The Program in Middle Eastern Studies offers a concentration focusing on the study of the area from Morocco to Afghanistan from antiquity to the present day. Bryn Mawr students can investigate the history, politics, and cultures of the Middle East through coursework, independent study, study abroad, and events here and at neighboring institutions.

The members of the Middle Eastern Studies Program assist students to plan coursework and independent study, including independent majors in Middle Eastern Studies.

There are two tracks to Middle East Studies Concentration; one requires study or competence in a Middle Eastern language, the other does not.

### Track 1

The first track consists of six courses in the Humanities or Social Sciences that focus on the ancient and modern Middle East distributed in the following manner:

1. A basic course that offers a broad introduction to the region and its peoples. When available, students should take Introduction to Middle East Studies (HIST 234) at Bryn Mawr. When this course is not available, students will select a comparable introductory course in consultation with their advisor.
2. Three elective Middle Eastern topic courses, including at least one at the 300 level, in a specific area to be chosen in consultation with the student's advisor. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major.
3. Two additional Middle Eastern topic courses, at least one of which must be in either the Humanities or Social

Sciences if a student's work in (1) and (2) does not include one or the other of these.

4. Of the six courses, at least one must be pre-modern in content, and at least one must be modern in content.
5. 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:

1. A basic course that offers a broad introduction to the region and its peoples. When available, students should take Introduction to Middle East Studies (HIST 234) at Bryn Mawr. When this course is not available, students will select a comparable introductory course in consultation with their advisor.
2. Three elective Middle Eastern topic courses, which meet the following conditions:
  - o One course must be in the Social Sciences;
  - o One course must be in the Humanities;
  - o At least one course must be at the 300 level to be selected after consultation with the student's advisor so as to expose the student to in-depth study of the Middle East with a geographic, conceptual, or particular historical focus;
3. At least one course in (2) must be pre-modern in content, and at least one course must be modern in content.
4. Of the four courses, only two may form a part of the student's major.

For Middle Eastern languages taught at Bryn Mawr and Haverford, please see the course listings for the Bi-College Program in Arabic and the Bryn Mawr offerings in Hebrew.

### Courses

#### ARAB B003 Second Year Modern Standard Arabic

Fall 2020

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media. Prerequisite: ARAB H002 or placement by instructor.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

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

Spring 2021

Combines intensive oral practice with writing and reading in the modern language. The course aims to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic

## MIDDLE EASTERN STUDIES

expression through several media. Prerequisite: ARAB B003 or placement.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

### **ARCH B101 Introduction to Egyptian and Near Eastern Archaeology**

Not offered 2020-21

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Middle Eastern Studies

### **ARCH B104 Archaeology of Agricultural and Urban Revolutions**

Fall 2020

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Geoarchaeology  
Counts toward Middle Eastern Studies

### **ARCH B208 Ancient Near Eastern History**

Not offered 2020-21

This course will explore some of the key historical figures, events and inventions that shaped Ancient Near Eastern societies and traditions. We will consider the impact that the modern disciplines of ancient near eastern archaeology and history have had on our understanding of this region. We will also discuss how the ancient history and more recent colonial past of this region has impacted upon and shaped our modern interpretations of this region.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B224 Women in the Ancient Near East**

Spring 2021

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

### **ARCH B225 The Art and Archaeology of Greco-Roman Egypt**

Not offered 2020-21

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B227 The Archaeology of Syria**

Fall 2020

Home to a wealth of archaeological sites and cultures, Syria is perhaps now more widely known for its almost decade long conflict that has seen the displacement of millions of people and the damage to and destruction of hundreds of archaeological sites. The loss of cultural heritage is just one, very small, part of the human tragedies that have unfolded in Syria. Knowledge of the deep and recent past of this region, however, is integral for understanding its present, and its future. This course will explore human settlement and interaction within Syria over the *longue durée*. Using a selection of key sites, inhabited for thousands of years, we will explore several major themes including, the archaeology of inequality, the role of urban life and the importance of ritual and religion. The course will also consider the complex relationships that have always existed between Syria and its neighboring countries. Finally, we will turn to the role of archaeology, its future and potential within a post-conflict Syria.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B240 Archaeology and History of Ancient Mesopotamia**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **ARCH B244 Great Empires of the Ancient Near East**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies



**ARCH B312 Bronze Age Internationalism**

Not offered 2020-21

This course explores the rise and fall of the first international age in the eastern mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200 BCE. Prerequisites: ARCH B101 or B104 or B216 or B226 or B230 or B240 or B244.

Counts toward Middle Eastern Studies

**ARCH B317 Cultural Heritage and Endangered Archaeology**

Fall 2020

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Course does not meet an Approach  
Counts toward Middle Eastern Studies  
Counts toward Museum Studies

**ARCH B333 Nomads and Archaeology**

Not offered 2020-21

This course will explore the historical importance of mobile groups in regions such as the Ancient Near East and some of the archaeological traces they may leave behind. Using ethnographic, anthropological and archaeological literature we will discuss the different ways in which mobile populations have been conceptualized, portrayed and treated by non-mobile societies and the relationship between these different groups. The course will also consider how new technologies and archaeological methods might enable us to fill in some of the gaps in our understanding and how we might be able to place mobile populations at the center, rather than at the periphery, of our archaeological narratives.

Counts toward Middle Eastern Studies

**CSTS B221 Women of Roman Egypt**

Fall 2020

This course aims to be an introduction to the history of female persons in the ancient world. It focuses particularly on Roman Egypt, but covers a broad range of material spanning the period of 300 BCE - 476 CE. Students engage with a number of historical issues, such as legal personhood, access to education, political protest, economic freedom, religious practice, etc.. Students will acquire familiarity with a) Egypt as a part of the Greco-Roman world; b) the role of

women in both Egyptian society and Rome more generally; and c) the written sources available for the study of female experience in the ancient world. Because the course focuses on the social, cultural, and institutional environments in which women operated, the topic offers itself as a useful study of the ancient world as a whole, as well as to particular issues of representation and authority. By the end of the course, students will have general understanding of Egypt as a part of the Graeco-Roman world, a keen understanding of how women operated in the society of Ancient Egypt (ca. 300 BCE - 450 CE), and the ability to form arguments about the historical relevance of our sources.

Cross-Cultural Analysis (CC)

Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

**HART B217 Introduction to Medieval Islamic Art and Architecture**

Not offered 2020-21

This course traces the development of Islamic art and architecture beginning with the emergence of Islam in the early seventh century and ending with the Mongol invasion and the fall of the Abbasid Empire in the mid-thirteenth century. Special attention is paid to issues of particular importance to medieval Islamic art, including aniconism (the rejection of figural imagery in artistic production), the role of script as an expressive art form, and the relationship of early Islamic art to the artistic traditions of other late antique and medieval cultures. Prerequisites: At least one course in History of Art at the 100 or 200 level, or a course in Middle Eastern Studies at the 100 or 200 level is recommended but not required.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

**HART B218 Byzantine Textiles in Life and Death**

Spring 2021

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Inquiry into the Past (IP)

Counts toward Middle Eastern Studies  
Counts toward Museum Studies

**HEBR B001 Elementary Hebrew**

Fall 2020

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system - its alphabet (Square letters for reading, cursive for writing) and vocalization - as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written

## MIDDLE EASTERN STUDIES

compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

### **HEBR B002 Elementary Hebrew**

Spring 2021

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system - its alphabet (Square letters for reading, cursive for writing) and vocalization - as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Course does not meet an Approach  
Counts toward Middle Eastern Studies

### **HIST B123 The Early Medieval World**

Not offered 2020-21

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire. This course number was previously HIST B223.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Counts toward Middle Eastern Studies

### **HIST B128 Crusade, Conversion and Conquest**

Not offered 2020-21

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.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Middle Eastern Studies

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

Not offered 2020-21

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Middle Eastern Studies

### **HIST B234 An Introduction to Middle Eastern History**

Fall 2020

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Inquiry into the Past (IP)  
Counts toward International Studies  
Counts toward Middle Eastern Studies

### **HIST B373 Topics: History of the Middle East**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Gender and Sexuality Studies  
Counts toward Middle Eastern Studies

### **MEST B200 Introduction to Middle Eastern Studies**

Spring 2021

This course introduces the interdisciplinary field of Middle Eastern Studies with a focus on analytical approaches, methods, and tools. Students consider the dynamics of the region in the premodern and modern periods and become familiar with the major issues and debates that dominate various disciplinary approaches to the Middle East. Readings include both important canonical and alternative scholarship in order to examine the limits and possibilities of the field.

Critical Interpretation (CI)  
Counts toward International Studies  
Counts toward Middle Eastern Studies

### **MEST B205 Ethics and Islam**

Fall 2020

This course will introduce students to Islamic ethical and political thought. After providing a foundation in the study of Islam, we will examine major trends in Muslim ethical and political thinking.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Middle Eastern Studies

### **MEST B210 The Art and Architecture of Islamic Spirituality**

Not offered 2020-21

This course examines how Muslim societies across time and space have used art and architecture in different ways to express and understand inner dimensions of spirituality and mysticism. Topics to be studied include: the calligraphical remnants of the early Islamic period; inscriptions found on buildings and gravestones; the majestic architecture of mosques, shrines, seminaries, and Sufi lodges; the brilliant arts of the book; the commemorative iconography and passion plays of Ashura devotion; the souvenir culture of modern

shrine visitation; and the modern art of twenty-first century Sufism. Readings include works from history, religious studies, anthropology, sociology, and the history of art and architecture.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Middle Eastern Studies

### **POLS B283 Middle East Politics**

Fall 2020

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources.

Prerequisite: Any Intro level Political Science course.

Cross-Cultural Analysis (CC)

Counts toward Middle Eastern Studies

### **POLS B360 Islam and Politics**

Spring 2021

This course locates and explores the politics of Islam in the politics of interpretation, taking into account texts both literal and social. More broadly, this course will consider evolving approaches to culture, religion, and ideology in political science, exploring not just the effect of Islam on politics but also the ways in which politics have shaped the Islamic tradition over time. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Prerequisite: POLS B283 or instructor consent.

Counts toward Middle Eastern Studies

## **MUSEUM STUDIES**

Students may complete a minor in Museum Studies.

### **Steering Committee**

Sylvia Houghteling, Assistant Professor of History of Art

Monique Scott, Director of Museum Studies

Carrie Robbins, Curator, Academic Liaison for Art & Artifacts

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Art and Director of the Middle Eastern Studies Program

Museum Studies is a program that offers students a rich and dynamic education in both museum theory and practice. Students have the opportunities to learn about the history of museums and their roles in society as well as to engage with critical, theoretical museum scholarship. Through coursework and internships, students will also have the opportunity to gain practical hands-on experience in Bryn Mawr's Special Collections as well as in museums in Philadelphia and beyond. This dynamic and inter-disciplinary program intersects disciplines such as the History of Art, Anthropology, Archaeology, History, Education, Cities, Biology and Geology. The Bryn Mawr Museum Studies program aims to empower students to become significant contributors to various professions throughout museums, galleries and archives.

The Museum Studies program calls upon the College's extensive collection of art and artifacts, rare books and prints, photographs and manuscripts, which facilitates research and experiential learning for students. Through Bryn Mawr's Special Collections, students can draw upon the in-house expertise of a strong group of curators and other museum professionals working in the department. Bryn Mawr is in close proximity to the museum-rich Philadelphia region, and students have the opportunity to work with distinguished and diverse museum professionals across the city.

### **Museum Studies Minor Curriculum**

The requirements for the minor are six courses that include:

- Core courses (2): "Museum Studies: History, Theory, Practice" and one course with an exhibition planning component. This can include the development of an online exhibition or an exhibition proposal.
- Elective courses (2-3): These can be courses officially taught in museum studies as well as courses in other disciplines that include museum studies content. Students also can take advantage of relevant courses at Haverford and Swarthmore. The Director of Museum Studies in addition to the Professor of the elective must deem the course acceptable as a museum studies course.
- Experiential courses (1-2): Praxis courses and/or the Museum Studies Fieldwork Seminar.

A student declares Museum Studies as a minor by meeting with the Director of Museum Studies and completing a minor work plan. The student can major in any department. Student internships in museums are considered vital "hands-on" learning opportunities for those who seek careers in museum

## MUSEUM STUDIES

practice. Students will also be encouraged to seek summer museum internships.

### Museum Studies Core Courses

HART B281 Museum Studies: History, Theory, Practice

HART B316 Museum Studies Fieldwork Seminar

### Program Advisors

Monique Scott, Director of Museum Studies

Carrie Robbins, Curator for Art & Artifacts

Alicia Walker, Associate Professor of History of Art, Director of Center for Visual Culture, and Director of Middle Eastern Studies

### Courses

#### ARCH B102 Introduction to Classical Archaeology

Spring 2021

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Museum Studies

#### ARCH B203 Ancient Greek Cities and Sanctuaries

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Museum Studies

#### ARCH B219 Art and Archaeology of Late Antiquity

Not offered 2020-21

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Museum Studies

#### ARCH B252 Pompeii

Not offered 2020-21

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.

Inquiry into the Past (IP)

Counts toward Museum Studies

#### ARCH B306 Monumental Painting

Not offered 2020-21

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts toward Museum Studies

#### ARCH B317 Cultural Heritage and Endangered Archaeology

Fall 2020

This course will examine how and why archaeological sites are 'endangered'. Primarily focusing on the Near East and North Africa (the MENA region), we will examine the different types of archaeological and heritage sites found across this broad region, and some of the threats and disturbances affecting them. We will consider how different interest groups and stakeholders view, value and present historical and archaeological sites to the general public, as well as the success of modern initiatives and projects to safeguard the heritage of the MENA region. Our research will consider the ethics of cultural preservation, as well as the issues and problems encountered by heritage specialists working in areas of modern conflict. Whilst not all damage can be prevented, the course will consider how different threats and disturbances might be mitigated. Prerequisite: Upper level 300-level course. Students should have completed at least two 100 level/200 level courses in either classical or near eastern archaeology.

Course does not meet an Approach

Counts toward Middle Eastern Studies

Counts toward Museum Studies

#### CHEM B208 Topics in Art Analysis

Not offered 2020-21

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. This course counts towards the major in History of Art.

Scientific Investigation (SI)

Counts toward Museum Studies

**FREN B105 Directions de la France contemporaine**

Spring 2021

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.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies  
Counts toward Visual Studies

**HART B218 Byzantine Textiles in Life and Death**

Spring 2021

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Inquiry into the Past (IP)  
Counts toward Counts toward Middle Eastern Studies  
Counts toward Counts toward Museum Studies

**HART B226 Perspectives on African Art**

Not offered 2020-21

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies  
Counts toward Praxis Program

**HIST B245 Topics in Modern US History**

Not offered 2020-21

This is a topics course addressing public history in the U.S.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Gender and Sexuality Studies  
Counts toward Museum Studies  
Counts toward Praxis Program

**HART B248 Topics in Museum Studies**

Section 001 (Fall 2019): Peruvian Textiles

Not offered 2020-21

This is a topics course. Course content varies.

Cross-Cultural Analysis (CC)  
Counts toward Museum Studies

**HART B274 History of Chinese Art**

Not offered 2020-21

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions.

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Counts toward Museum Studies

**HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

Not offered 2020-21

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions--both museum exhibitions and "living" World's Fair exhibitions-- has long been deeply embedded in politics, including the persistent "othering" of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Museum Studies  
Counts toward Visual Studies

**HART B281 Museum Studies: History, Theory, Practice**

Fall 2020

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the "new museology."

Critical Interpretation (CI)  
Inquiry into the Past (IP)  
Counts toward Museum Studies  
Counts toward Visual Studies

## MUSEUM STUDIES

### **HART B300 The Curator in the Museum**

Not offered 2020-21

This course provides an introduction to theoretical and practical aspects of museums and to the links between practice and theory that are the defining characteristic of the museum curator's work today. The challenges and opportunities confronting curators and their colleagues, peers, audiences, and constituents will be addressed through readings, discussions, guest presentations, writings, and individual and group projects.

Counts toward Museum Studies

### **HART B301 Topics in Exhibition Strategies**

Not offered 2020-21

This is a topics course. Course content varies.

Counts toward Counts toward Museum Studies

Counts toward Counts toward Praxis Program

### **HART B316 Museum Studies Fieldwork Seminar**

Spring 2021

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved.

Counts toward Museum Studies

Counts toward Praxis Program

### **HART B318 Cultural Property and Museums**

Not offered 2020-21

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries.

Counts toward Counts toward Museum Studies

### **HART B325 Care and Conservation of Contemporary Art**

Not offered 2020-21

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful.

Counts toward Museum Studies

### **HART B345 Topics in Material Culture**

Section 001 (Spring 2020): Lives of South Asian Things

Section 001 (Spring 2021): Textiles of Asia

Spring 2021

This is a topics course. Course content varies.

Current topic description: This seminar will explore the myriad textile traditions of South Asia. While recent scholarship on South Asian textiles has emphasized the global dimensions of the luxury trade, this course will delve into more local questions including techniques of production, paths of circulation and contexts of reception. Through close study of woven objects and visits to the Penn Museum and the Philadelphia Museum of Art, this course will work closely with objects, while also considering theories of global exchange, materiality, and decorative arts.

Counts toward Museum Studies

### **HART B373 Contemporary Art in Exhibition: Museums and Beyond**

Not offered 2020-21

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

Counts toward Museum Studies

### **HART B374 Topics: Exhibition Seminar**

Not offered 2020-21

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College.

Counts toward Museum Studies

### **HIST B237 Themes in Modern African History**

Section 001 (Spring 2020): Public History in Africa

Not offered 2020-21

This is a topics course. Course content varies

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Museum Studies

**HIST B274 Focus: Topics in Modern US History**

Section 001 (Spring 2020): Leisure and Society: Tourism & Class

Section 002 (Spring 2020): Leisure and Society: Baseball & Class

Not offered 2020-21

This is a topics course in 20th century America social history. Topics vary by half semester

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Museum Studies

Counts toward Praxis Program

**ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

Not offered 2020-21

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts toward Counts toward Museum Studies

Counts toward Counts toward Praxis Program

**ITAL B315 A Gendered History of the Avant-Garde**

Not offered 2020-21

The very concept of 'avant-garde' is steeped in a masculine warlike imagery, and the founding manifesto of Futurism even glorifies 'contempt for the woman'. Yet, feminine, queer, androgynous, and non-binary perspectives on sexual identity played a central role -- from Rimbaud to current experimentalism -- in the development of what has been called 'the tradition of the new'. In this seminar we will explore such a paradoxical anti-traditional tradition through texts, images, sounds, and videos, adopting a historical prospective from early 20th century movements to the Neo-Avant-Garde. We will unearth the stories and works of great experimentalists who have been neglected because of their gender. We will deal with poems made up entirely of place names, of recorded noises, of typographical symbols. Taking advantage of the college's collection and library, we will try to read texts with no words, surreal stories, performances, objects, and we will make our own avant-garde experiments. Course taught in English, no previous knowledge of Italian required.

Counts toward Counts toward Gender and Sexuality Studies  
Counts toward Counts toward Museum Studies

**PSYC B231 Health Psychology**

Not offered 2020-21

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Course does not meet an Approach

Counts toward Health Studies

Counts toward Museum Studies

**SPAN B312 Latin American and Latino Art and the Question of the Masses**

Not offered 2020-21

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Course does not meet an Approach

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Museum Studies

## MUSIC

### Faculty

Ingrid Arauco, Professor and Chair of Music

Curtis Cacioppo, Ruth Marshall Magill Professor of Music

Christine Cacioppo, Piano Instructor

Leonardo Dugan, Visiting Assistant Professor of Music

Richard Freedman, The John C. Whitehead 1943 Professor of the Humanities; Professor of Music; Associate Provost for Curricular Development

Myron Gray, Visiting Assistant Professor of Music

Heidi Jacob, Professor of Music

Nathan Zullinger, Assistant Professor of Music

The music curriculum is designed to deepen students' understanding of musical form and expression through the development of skill in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

As a result of having majored in our department, students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence, we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

### Learning Goals

Music Department faculty members are committed to the education of the whole musician. This entails the study of performance, theory, and history, as we believe these disciplines support each other in a comprehensive understanding of music. Depending on the level of the individual course, we aim for students to:

- gain command of chosen instrument or voice, showing understanding of technical skills of musicianship.
- understand how to apply appropriate interpretive choices to a given musical work.
- analyze important aspects of musical style and structure, both in score and aurally.
- demonstrate ability to deploy elements of melody, harmony, and structure in original creations.
- develop rhetorical skills to speak and write about music with conviction, and the bibliographical skills required to find works and critical perspectives that inform these judgements.

Haverford's Institutional Learning Goals are available on the President's website, at <http://hav.to/learninggoals>.

### Curriculum

#### Composition/Theory

The composition/theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

#### Musicology

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

#### Performance

Haverford's music performance program offers opportunities to participate in the Haverford- Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber ensembles. Students can receive academic credit for their participation (MUSC H102, MUSC H214, MUSC H215, and MUSC H216), and can receive credit for Private Study (MUSC H208 for Instrumental Study, MUSC H209 for Voice Study, and MUSC H210 for Keyboard Study). Student chamber ensembles, solo instrumentalists, and vocalists

also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

#### Private Lessons

Students can arrange private music lessons through the department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are affiliated. The department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

### Major Requirements

- Composition/Theory: MUSC H203, MUSC H204, and MUSC H303.
- Musicology: Three courses, MUSC H229, plus any two of MUSC H220, MUSC H221, MUSC H222, MUSC H223, MUSC H224, or MUSC H225.
- Two electives in Music, from: MUSC H149, MUSC H207, MUSC H220, MUSC H221, MUSC H222, MUSC H223, MUSC H224, MUSC H225, MUSC H227, MUSC H250, MUSC H254, MUSC H265, MUSC H266, MUSC H270, MUSC H304, and MUSC H325.
- Performance
  - Participation in a department-sponsored performance group for at least a year.
  - MUSC H208, MUSC H209, or MUSC H210 instrumental or vocal private study for one year.
  - We strongly urge continuing ensemble participation and instrumental or vocal private study.
- A Senior Project (as detailed below)
- We expect majors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

### Senior Project

Senior majors in the Department of Music may choose to undertake their capstone experience by pursuing one of the following focused project options: an original composition or theoretical inquiry; a musicology research paper; a full



recital performance; a personalized plan of study within an elective course beyond the number required. In some cases, projects might combine two fields—performance and theory, for example—and may involve joint advisorship. All projects culminate in public presentation appropriate to their nature and scope.

Majors are asked in February of their junior year to discuss with department faculty members their ideas for the senior experience, identify an advisor, and submit a formal, written project proposal to the Chair before spring break. Proposals are then reviewed by the Music faculty in department meetings. Frequently the department asks that proposals be modified and submitted for a second review before final approval is given. Notification of departmental approval is sent by the chair to students in April. As soon as the project is approved, students are expected to consult with the advisor to determine a clear schedule for the timely completion of work according to the unique needs of the project. Students are often encouraged to get a head start on senior project work well before the beginning of their final fall semester.

Majors pursuing an independent project in composition/theory, musicology or performance generally register for MUSC H480 in both the fall and spring semesters of their senior year. Each semester of MUSC H480 earns one course credit; however, only one semester of MUSC H480 counts toward the courses required for the major. Majors pursuing the expanded curricular option may be advised to take a preparatory fall MUSC H480, which likewise would earn one course credit, but not apply toward fulfillment of major requirements.

### Senior Project Learning Goals

- In the process of preparing an original composition, the student exercises the ability to compose a substantial work (e.g., string quartet, song cycle, piano sonata) exhibiting proficiency in notation, clarity of structure, stylistic integrity, and awareness of historical models. In pursuing a theoretical inquiry, the student engages in the analysis of musical content through primary and secondary sources, aiming for a synthesis of perspectives and an expression of insights sensitive to music's interpretive possibilities.
- In the process of preparing a senior thesis in musicology, the student develops the ability to craft an original research question based on knowledge of and reflection upon prior literature in the field. The student will also demonstrate command of appropriate musicological research methods, clear written expression, and the capacity to speak with authority about the topic in a public presentation.
- In the process of preparing a senior recital, the student hones the skills to present a technically and interpretively challenging program of repertory from a range of stylistic periods.
- In the process of fulfilling a program of intensified study within an additional course elective, the student expands curricular horizons, and meets the highest-level challenges in their experience as a major.

Regardless of the specific path taken, it is intended that the senior experience stimulate reflection on the discipline of music as a whole, and lead to the student's awareness of place within the unfolding history of musical creativity, scholarship and performance. Each project should in its own way constitute a

consummation of the student's musical growth throughout the undergraduate years.

### Senior Project Assessment

Whether undertaken in the context of an intensified elective or of an independent study the actual numerical grade assigned for the senior project remains at advisor discretion. The department as a body discusses the project's relative quality and the consistency of effort brought to bear in its production, to aid the advisor in evaluation. A written summary of the department's collective appraisal of the student's achievement in the senior experience is furnished by the chair to the student prior to Commencement.

## Requirements for Honors

### Honors

- Minimum GPA in music courses of 3.7 AND grade on senior project of 4.0.

### High Honors

- Outstanding, standard-setting contribution to the department in the context of courses and/or ensembles.
- Exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (i.e., a level of work that should be sufficient to gain admission to top graduate programs in the field).

## Minor Requirements

- Composition/Theory: MUSC H203 and MUSC H204.
- Musicology: MUSC H229; plus any one of MUSC H220, MUSC H221, MUSC H222, MUSC H223, MUSC H224, or MUSC H225.
- One elective from the following: MUSC H149, MUSC H207, MUSC H220, MUSC H221, MUSC H222, MUSC H223, MUSC H224, MUSC H225, MUSC H227, MUSC H250, MUSC H254, MUSC H265, MUSC H266, MUSC H270, MUSC H303, MUSC H304, and MUSC H325.
- MUSC H208, MUSC H209, MUSC H210 instrumental/vocal private study or department ensemble participation for one year.
- We expect minors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

## Special Programs and Funds

**The Music Department Concert Artist Series** presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been pianist Peter Serkin, violinist Miranda Cuckson, the Orlando Consort, the Borromeo String Quartet, the Renee Rosnes Jazz Quartet, and the Borealis Wind Quintet with pianist Leon Bates.

**The Network for New Music Residency** features Philadelphia's distinguished contemporary music ensemble in reading and recording sessions for student composers,

## MUSIC

performances of contemporary music with students in the Chamber Music program, and a concert series highlighting the work of prominent living composers.

**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 the performance of 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** sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has supported visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

### Facilities

See the departmental web page for a description of performance, rehearsal, library spaces, instruments and equipment.

### Courses

#### MUSC H102 Chorale

Division: Humanities  
Domain(s): A: Creative Expression

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra and student soloists. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester.

#### MUSC H107 Introductory Piano

Division: Humanities  
Domain(s): A: Creative Expression

An introduction to the art of playing the piano and the music written for it. No prior musical experience is required. This course consists of weekly hour-long sessions in the form of either a class lecture/ workshop given on Tuesday evenings, or self-directed listening sessions posted on Moodle, as well as weekly 20-minute private lessons at an arranged time. It is expected that the student will practice an hour each day, six days a week, and keep a listening journal, giving personal responses to the required listening as well as to three professional concerts.

The final exam is a performance of two or more short works on the class recital at the end of the term.

#### MUSC H110 Introduction to Music Theory

Division: Humanities  
Domain(s): A: Creative Expression

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had

little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter Music 203, the first semester of the theory sequence for music majors.

#### MUSC H111 A Musical Millennium

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts)

When does music history begin in the West? How has Western music evolved and—just as importantly—why? This course teaches students to hear how musical style changes over time while considering the social and technological conditions that underpin such changes. We listen closely and critically to works by Bach, Mozart, Beethoven, Chopin, and Stravinsky, among others, discussing these using a precise shared vocabulary. At the same time, we read historical documents closely related to musical sound: Bach's frustrating negotiations with his church employers; Wolfgang Mozart's intimate letters to his father and musical mentor, Leopold; the emotional testament in which Beethoven grapples with his hearing loss. Ultimately, we traverse a thousand years to discover how Western music went from being a liturgical ritual of plain, unaccompanied song to an extravagant secular form of entertainment for elite audiences in modern cities. No prior musical knowledge is required.

#### MUSC H127 Listening to Jazz

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts)

A study of jazz and its cultural meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change.

#### MUSC H149 Native American Music and Belief

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts)

Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary American Indian musical crossovers and the aesthetic of multiculturalism; explores music as a means of protest, projection of group identity, and social solidarity. Emphasizes class participation in singing traditional and modern Native American songs. Strong historical and social justice component. May be counted as music major/ minor elective with instructor's approval.

**MUSC H203 Principles of Tonal Harmony**

Division: Humanities

Domain(s): A: Creative Expression

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Analysis of musical literature in a variety of genres and harmonization in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Requires three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major and minor; should be taken no later than fall of sophomore year. Prerequisite(s): MUSC 110 or instructor consent

**MUSC H204 Principles of Tonal Harmony**

Division: Humanities

Domain(s): A: Creative Expression

Continuation of Music 203, covering chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major or minor; should be taken the semester after Music 203. Prerequisite: Music 203.

**MUSC H207 Topics in Piano**

Division: Humanities

Domain(s): A: Creative Expression

Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, and critical examination of sound recorded sources. Requires preparation of works of selected composer or style period for end-of-semester recital. Recent topics have included The Italian Keyboard Tradition, J.S. Bach and his Trans-Generational Impact, and American Roots.

**MUSC H208 Private Study: Instrumental**

Division: Humanities

Domain(s): A: Creative Expression

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

**MUSC H209 Private Study: Voice**

Division: Humanities

Domain(s): A: Creative Expression

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

**MUSC H210 Private Study: Keyboard**

Division: Humanities

Domain(s): A: Creative Expression

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

**MUSC H214 Chamber Singers**

Division: Humanities

Domain(s): A: Creative Expression

A 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day, in original languages. The choir performs on and off campus, both public concerts and outreach concerts to underserved audiences. Requires attendance at three 80-minute rehearsals weekly. Entrance by audition at the beginning of the Fall semester each year.

**MUSC H215 Chamber Music**

Division: Humanities

Domain(s): A: Creative Expression

Intensive rehearsal of works for small instrumental groups, with supplemental assigned research and listening. Performance is required. Students enrolled in Chamber Music have the opportunity to receive coaching from visiting artists on the Concert Artist Series and from resident ensembles. Performances take place at Haverford and Bryn Mawr Colleges, and other community venues. This course is available to those students who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. In addition, all students playing orchestral instruments must participate concurrently in the Orchestra, unless granted permission by the music director. Entrance by audition only.

**MUSC H216 Orchestra**

Division: Humanities

Domain(s): A: Creative Expression

The Haverford-Bryn Mawr Orchestra has over seventy members and performs a wide range of symphonic repertoire. Orchestra members are expected to attend one two-and-a-half hour rehearsal per week, and are guided in sectional rehearsals by professional musicians. There are three/four performances a year, including Parents/ Family Weekend concerts. The spring Orchestra concert features the winner of the annual student concerto competition. Entrance by audition only.

**MUSC H219 Art Song**

Division: Humanities

Domain(s): A: Creative Expression

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coaching with the instructor, culminating in a public recital at the end of the semester. Prerequisite(s): audition and consent of instructor

## MUSIC

### **MUSC H221 Music in the Renaissance: Ritual and Representation**

Division: Humanities

This course explores the remarkable emergence of new ways of representing poetic and dramatic texts in musical form, charting the cultural forces of Renaissance, Reformation, and printing in the 15th and 16th centuries. We will explore changes in musical style, and the changing role that music played in European culture. We'll hear music by composers like Dufay, Josquin, Palestrina, Lasso, and Marenzio, among many others. Three class hours plus listening laboratory period. Prerequisite(s): Any full-credit course in Music, or equivalent prior experience in musical study.

### **MUSC H222 Bach and the Baroque**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course traces sharp changes in 17th-century musical style and the equally striking changes in roles for soloists, composers, and audiences that prepared the way for Bach's extraordinary synthesis of musical technique in the first half of the 18th century. Attention to contexts of patronage, publishing, church, and theater, and to composers including Monteverdi, Vivaldi, and Handel. Prerequisite(s): Any full-credit course in Music, or instructor consent

### **MUSC H223 Mozart's World: Music of the Classical Era**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course takes students on a musical tour of Europe in the age of Mozart. Traveling from Naples to Paris, London, and Vienna, we consider how politics, religion, commerce, and technology shaped local musical cultures. At the same time, we explore the formation of a pan-European musical language, the galant style, in works by Mozart and his contemporaries. Prerequisite(s): Any full-credit course in Music, or instructor consent

### **MUSC H224 Beethoven's Century: Music of the Romantic Era**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course traces new paths forged by Beethoven and his successors in the dazzling musical world of the 19th century. Beethoven is a touchstone as we explore the songs, operas, piano music, and symphonic works of Schubert, Chopin, the Schumanns, Berlioz, Liszt, Wagner, Verdi, Brahms, and Mahler. We situate changing musical form and style in the contexts of literary Romanticism, nationalism, and the evolving social world of musicians and their institutions. Prerequisite(s): any full-credit course in music, or instructor consent

### **MUSC H229 Thinking about Music: Ideas, History, and Musicology**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Core concepts and perspectives for the serious study of music. Students explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music?, Music and Technology, The Global Soundscape, Music

and the State, and Tonality, Sense, and Reason. Each unit uses a small number of musical works, performances, or documents as a focal point. In each unit we also read current musicological work in an attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. This course is required of all music majors and minors in their sophomore or junior year. Prerequisite(s): MUSC 110, 111, or 203

### **MUSC H251 Music, Film & Narrative**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to music and film with special attention to works from the 1930s through the 1950s by composers such as Auric, Copland, Eisler, Herrmann, Korngold, Prokofiev, Shostakovich, Steiner, Tiomkin and Waxman. Close study of orchestration, harmony and thematic process as they contribute to cinematic narrative and form. Source readings include artistic positions staked out by film composers themselves as well as critical and scholarly essays by leading writers on the narrative possibilities of film music. Extensive reading, listening, and viewing assignments. Weekly writing assignments, three short essays, journal, and class discussion. Prerequisite(s): Music 203 or equivalent knowledge of music theory.

### **MUSC H254 Tones, Words, and Images**

Division: Humanities

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction— and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. Among the composers represented are Mozart, Beethoven, Schubert, Schumann, Liszt, Wagner, Tchaikovsky, Thomas, Wolf, Fauré, Debussy, Dukas, Sibelius, Schoenberg, Stravinsky, Bartók, Puccini, Cage, and Glass; among authors Goethe, Eichendorff, Heine, Rückert, Bouilly, Poe, Baudelaire, Louÿs, Mallarmé, Maeterlinck, Balázs, Guiraud, George, Sardou, Auden, Updike, Joyce; in the visual realm Palladio, Friedrich, Rossetti, Monet, Benois, Roerich, Chagall, Kandinsky, Chihuly; choreographers Fokine, Nijinsky, Balanchine, Abrahams, Cunningham, Morris, Tharp. Prerequisite(s): any 100-level music course or its equivalent, or instructor consent

### **MUSC H266 Composition**

Division: Humanities

Domain(s): A: Creative Expression

Preparation of a portfolio of compositions for various instruments and ensembles. Weekly assignments designed to invite creative, individual responses

to a variety of musical ideas; experimentation with harmony, form, notation, and text-setting. Performance of student works-in-progress and final reading/recording session with professional musicians. Recent classes have had their compositions read by Network for New Music, percussionist

Phillip O'Banion, and the Amernet String Quartet.  
Prerequisite(s): MUSC 204 and instructor consent

### **MUSC H303 Advanced Tonal Harmony**

Division: Humanities  
Domain(s): A: Creative Expression

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills. Prerequisite(s): MUSC 204

### **MUSC H304 Counterpoint**

Division: Humanities  
Domain(s): A: Creative Expression

18th-century contrapuntal techniques and forms with emphasis on the works of J.S. Bach. Composition of two-part contrapuntal dances and inventions, canon, chorale prelude, fugue in three voices. Attention is also paid to counterpoint in later style periods, especially the twentieth century. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite(s): MUSC 204

### **MUSC H320 Choral Conducting**

Division: Humanities  
Domain(s): A: Creative Expression

This course will offer an introduction to conducting choral ensembles. Students will learn to synthesize the many aspects of conducting, including physical communication, artistic leadership, and musical study. In addition to incorporating elements of music history and theory, this course will emphasize additional skills such as score study, group vocal technique, and performance practice in different musical eras. Prerequisite(s): MUSC 204 and MUSC 229; MUSC 102 or MUSC 214, and any one of the following: MUSC 208, 209, 210

### **MUSC H325 Seminar in 20th/21st Century Music**

Division: Humanities

Study of composers, works, and trends since 1900, with reference to theoretical and aesthetic writings and their relation to world events. Recent topics have included European émigré influence on American music, and Make It New: Music by Philadelphia Composers. Prerequisite(s): MUSC 204

### **MUSC H480 Independent Study**

Division: Humanities

Prerequisite(s): Approval of department and consent of instructor.

## **NEUROSCIENCE**

Students may complete a minor in Neuroscience as an adjunct to any major at Bryn Mawr or Haverford pending approval of the student's coursework plan by their respective Neuroscience adviser. The minor in Neuroscience is designed to allow students to pursue their interests in behavior and the nervous system across disciplines. The first requirement for the minor is a course that acts as a gateway to the discipline and should be taken early in a student's academic plan.

## **Faculty**

### **Advisory Committee/Faculty**

William (Dustin) Albert, Assistant Professor of Psychology  
Laura Been, Psychology at Haverford College  
Rebecca Compton, Psychology at Haverford College  
Robert Fairman, Biology at Haverford  
Andrew Gargiulo, Bucher Jackson Post-Doctoral Fellow in Psychology  
Laura Grafe, Assistant Professor of Psychology  
Karen Greif, Professor of Biology  
Seol Hee Im, Visiting Assistant Professor of Biology, Haverford College  
Mary Ellen Kelly, Psychology at Haverford College  
Roshan Jain, (Neuroscience Advisor at Haverford) Biology at Haverford College  
Patrese Robinson-Drummer, Psychology at Haverford College  
Anjali Thapar, Professor of Psychology

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology, philosophy and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines, as well as emerging fields such as computation and cognitive science, to yield new insights into the workings of the nervous system and behavior.

## **Minor Requirements**

- HC Psych 217 (Biological Psychology) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
- Five credits from advanced courses on the following lists, with these constraints:
- The five credits must sample from three different disciplines.
- At least three of the five credits must be from List A (neuroscience courses); the remainder can be from List A or B (courses from allied disciplines).
- At least one of the credits must be at the 300-level or higher.
- One of the five credits may come from supervised senior research in neuroscience.

## NEUROSCIENCE

- With permission of major and minor advisers, a student may count no more than two of the six minor credits towards the student's major.

### List of Courses

#### List A: Neuroscience courses

\* denotes half-credit course

BIOL B244 Behavioral Endocrinology  
BIOL B304 Cell and Molecular Neurobiology  
BIOL B321 Neuroethology  
BIOL B326 From Channels to Behavior  
BIOL B364 Developmental Neurobiology  
BIOL B401 Supervised Research in Neural & Behavioral Sciences  
BIOL H309 Molecular Neurobiology  
BIOL H330 Laboratory in Neural and Behavioral Science  
BIOL H350 Pattern Formation in the Nervous System  
BIOL H357 Topics in Protein Science [protein aggregation in neurodegenerative disease]  
BIOL H403 Senior Research Tutorial in Protein Folding and Design  
BIOL H409 Senior Research Tutorial in Molecular Neurobiology  
PSYC B323 Advanced Topics in Cognitive Neuroscience  
PSYC B355 Neurobiology of Anxiety  
PSYC B395 Psychopharmacology  
PSYC B401 Supervised Research in Neural and Behavioral Sciences  
PSYC H260 Cognitive Neuroscience  
\*PSYC H317 Laboratory in Behavioral Neuroscience  
PSYC H318 Neurobiology of Disease  
PSYC H321 Revolutions in Neuroscience  
PSYC H322 Developmental Cognitive Neuroscience  
PSYC H328 Neurobiology of Sexual Behavior  
\*PSYC H360 Laboratory in Cognitive Neuroscience  
PSYC H370 Neuroscience of Mental Illness  
PSYC H394 Senior Research Tutorial in Biological Psychology  
PSYC H395 Senior Research Tutorial in Cognitive Neuroscience

#### List B: Allied disciplines

\* denotes half-credit course

BIOL B250 Computational Models in the Sciences  
\*BIOL H302 Cell Architecture  
\*BIOL H306 Inter and Intra Cellular Communication  
\*BIOL H312 Development and Evolution  
CMSC B250 Computational Models in the Sciences  
CMSC B325 Computational Linguistics  
CMSC B361 Emergence  
CMSC B371 Cognitive Science  
CMSC B372 Introduction to Artificial Intelligence  
CMSC B376 Developmental Robotics  
LING B101 Introduction to Linguistics

LING H113 Introduction to Syntax  
LING H114 Introduction to Semantics  
LING H115 Phonetics and Phonology  
PHIL B244 Philosophy and Cognitive Science  
PHIL B319 Philosophy of Mind  
PHIL H102 Rational Animals  
PHIL H106 Philosophy of Consciousness  
PHIL H110 Mind and World  
PHIL H112 Mind, Myth, and Memory  
PHIL H251 Philosophy of Mind  
PHIL B271 Minds and Machines  
PHIL H351 Topics in Philosophy of Mind  
PSYC B201 Learning Theory and Behavior  
PSYC B212 Human Cognition  
PSYC B350 Developmental Cognitive Disorders  
PSYC B351 Developmental Psychopathology  
PSYC H213 Memory and Cognition  
PSYC H220 Psychology of Time  
PSYC H238 Psychology of Language  
PSYC H316 Embodied Cognition

### Courses

#### BIOL B202 Introduction to Neuroscience

Fall 2020

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Scientific Investigation (SI)  
Counts toward Counts toward Biochemistry and Molecular Biology  
Counts toward Counts toward Neuroscience

#### BIOL B250 Computational Methods in the Sciences

Not offered 2020-21

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)  
Counts toward Biochemistry and Molecular Biology  
Counts toward Environmental Studies  
Counts toward Neuroscience

**BIOL B321 Neuroethology**

Not offered 2020-21

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 by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.

Counts toward Neuroscience

**BIOL B326 From Channels to Behavior**

Not offered 2020-21

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC B218/PSYC H217, or BIOL 202.

Counts toward Neuroscience

**BIOL B364 Developmental Neurobiology**

Not offered 2020-21

A lecture/discussion course on major topics in the development of the nervous system. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.

Counts toward Neuroscience

**BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts toward Neuroscience

**CMSC B325 Computational Linguistics**

Not offered 2020-21

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts toward Neuroscience

**CMSC B372 Artificial Intelligence**

Not offered 2020-21

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-

making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts toward Neuroscience

**DSCI B100 Introduction to Data Science**

Fall 2020

"Data science" is a catch-all term used to describe the practice of working with and analyzing messy data sources to draw meaningful conclusions. This course provides a broad introduction to the field of data science via the statistical programming language, R. Over the semester, students will learn how to manipulate, manage, summarize and visualize large data sets. No previous exposure to programming or statistics is expected.

Course does not meet an Approach  
Quantitative Readiness Required (QR)  
Counts toward Neuroscience

**PSYC B351 Developmental Psychopathology**

Not offered 2020-21

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209.

Counts toward Counts toward Child and Family Studies  
Counts toward Counts toward Health Studies  
Counts toward Counts toward Neuroscience

**PSYC B395 Psychopharmacology**

Spring 2021

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts toward Counts toward Health Studies  
Counts toward Counts toward Neuroscience

**PHIL B319 Philosophy of Mind**

Not offered 2020-21

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical

## NEUROSCIENCE

perspective that draws on relevant literature from cognitive neuroscience.

Counts toward Neuroscience

### **PSYC B212 Human Cognition**

Fall 2020

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we think. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that we use every day - from attention and memory to language and problem solving - and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Scientific Investigation (SI)

Counts toward Neuroscience

### **PSYC B218 Behavioral Neuroscience**

Fall 2020

This course will introduce students to the field of behavioral neuroscience. The first part of the course will familiarize students with the brain and neuronal communication. Then, we will delve into brain-behavior relationships. Topics covered will include: sex behavior, hunger, sleep, emotion, and psychopathology. Classic and state-of-the-art neuroscience research methodologies leading to this knowledge will be highlighted. Students will learn course content through lectures, readings, and digital media. To culminate the course, students will write a literature review on a topic of their choosing within the field of behavioral neuroscience. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).

Course does not meet an Approach

Counts toward Neuroscience

### **PSYC B315 Stress Neuroscience**

Spring 2021

This course will examine the neural mechanisms underlying physiological and emotional responses to stress. Topics to be covered include anxiety disorders, depression and other mood disorders, the differential effects of stress on males and females, the physiological effects of stress on the immune system and feeding behavior, the effects of maternal stress on offspring as well as strategies to mitigate the effects of stress. Students will also be exposed to primary literature on these topics and expected to present these articles in a journal club format. Suggested preparation: PSYCB218 (Behavioral Neuroscience) or equivalent.

Course does not meet an Approach

Counts toward Neuroscience

### **PSYC B316 Advanced Topics in Neuroscience: Drugs of Abuse**

Not offered 2020-21

This is a seminar course examining the neuroscience of common drugs of abuse including psychostimulants, opiates/opioids, nicotine, alcohol, and marijuana. The goal of the course is to explore progress in psychopharmacological research, while also discussing the societal ramifications of addiction. We will also discuss these drugs of abuse in the

context of the environmental factors that influence vulnerability to them. We will examine concepts such as the importance of age on drug abuse, and how the developing brain may be vulnerable to addiction. The plan is to draw on relevant literature in order to investigate these topics and explore the implications for human addicts.

Counts toward Health Studies

Counts toward Neuroscience

### **PSYC B318 Data Science with R**

Not offered 2020-21

This course provides a broad introduction to the field of data science via the statistical programming language, R. The course focuses on using computational methods and statistical techniques to analyze massive amounts of data and to extract knowledge. It provides an overview of tools for data acquisition and cleaning, data manipulation, data analysis and evaluation, visualization and communication of results, data management and big data systems. The course surveys the complete data science process from data to knowledge and gives students hands-on experience with tools and methods. Prerequisites: PSYC B205, PSYC H200, or SOCL B265. Students with good statistical preparation in math or other disciplines should consult with the instructor to gain permission to take the class.

Quantitative Readiness Required (QR)

Counts toward Neuroscience

### **PSYC B323 Advanced Topics in Cognitive Neuroscience**

Section 001 (Fall 2020): Perceptual Disorders and the Broken Mind

Fall 2020

This is a topics course. Course content varies.

Current topic description: Perceptual Disorders and the Broken Mind: This seminar style course is designed to introduce students to the principles by which we perceive the world around us. Spanning perceptual psychology and sensory neuroscience, students will learn about and discuss how we process and attend to our senses, detecting meaningful features like faces, moving objects, or speech out of countless, seemingly irrelevant details. We will explore how damage to any of these systems may alter or manipulate these processes, resulting in unusual and surprising symptoms. We will also discuss how prior knowledge and emotion can shape our perception of the world around us.

Counts toward Neuroscience



## PEACE, CONFLICT, AND SOCIAL JUSTICE STUDIES

Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

### Faculty

#### Advisory Committee

Alison Cook-Sather, Mary Katharine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict, and Social Justice Studies

Lee Smithey, Associate Professor of Sociology and Coordinator of Peace and Conflict Studies, Swarthmore College

Jill Stauffer, Associate Professor of Philosophy & Director of Peace, Justice & Human Rights, Haverford College

The Peace, Conflict, and Social Justice Studies program reflects Bryn Mawr's interest in the study of conflicts, peacemaking, and social justice and offers students the opportunity to design a course of study, to sustain a thematic focus across disciplinary boundaries, and to enrich their major program in the process. Students are encouraged to draw courses from the programs at Haverford (<https://www.haverford.edu/peace-justice-and-human-rights>) and Swarthmore (<https://www.swarthmore.edu/peace-conflict-studies>) as well.

Students in the concentration can pursue a wide range of theoretical and substantive interests concerning questions such as: intra-state and international causes of conflict; cooperative and competitive strategies of negotiation and bargaining; intergroup relations and the role of culturally constituted institutions and practices in conflict management; social movements; protests and revolutions; the role of religion in social conflict and its mitigation; human rights and transitional justice in post conflict societies; and social justice and identity questions arising from ethnic, religious and cultural diversity and the implications of these constructions for the distribution of material and symbolic resources in society as well as the practical capacities to engage individuals and groups across constructions of difference by linking practice and theory. A list of courses student have included in their concentrations can be found here: (<http://www.brynmawr.edu/peacestudies/courseoptions.html>). Below is a more general description of the concentration requirements.

Students in the concentration are encouraged to explore alternative conceptions of peace and social justice in different cultural contexts and historical moments by emphasizing the connections between the intellectual scaffolding needed to analyze the construction of social identities and the social, political and economic implications of these constructions for the distribution of material and symbolic resources within and between societies and the challenges and opportunities to engage individuals and groups to move their communities and societies towards peace and social justice.

### Concentration Requirements

Students who wish to take the concentration meet with a faculty advisor by the spring of their sophomore year to develop a plan of study. All concentrators are required to take three core courses: (1) an introductory course, Introduction to Peace,

Social Justice and Human Rights at Haverford or Introduction to Peace and Conflict Studies at Swarthmore; (2) a 200-level course (Conflict and Conflict Management, International Law, Politics of Humanitarianism, or Forgiveness, Mourning, and Mercy in Law and Politics), and (3) a project involving community participation and reflection by participation in bi-semester meetings, attendance at lectures/workshops, and development of a portfolio in their junior and senior years. This constellation of this second option earns students a single credit that is awarded upon the successful completion of all components.

In addition, students are required to take three courses chosen in consultation with their advisor, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; social justice, diversity and identity, ethnic conflict in general or in a specific region of the world (e.g. Southern Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, social justice movements, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or a particular policy question such as immigration or bilingual education.

The following courses are pre-approved ([www.brynmawr.edu/peacestudies/courses.html](http://www.brynmawr.edu/peacestudies/courses.html)). To see if other courses might be counted toward the concentration, contact the program coordinator, Alison Cook-Sather, [acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu).

### Courses

#### ANTH B285 Anthropology of Development, Aid, and Activism

Not offered 2020-21

This course will provide tools to reflect critically on the meanings and effects of aid, or "doing good" for others in a world characterized by historically-rooted social, political, and economic inequalities. What goes into defining specific people or geographic regions as "in need"? What complex dynamics are at play when an outside actor - whether in the form of a government aid agency, an NGO, or an individual volunteer - enters a community in order to aid its members? How do those categorized as beneficiaries assert their own identities and offer their own perspectives on social change?

Cross-Cultural Analysis (CC)

Counts toward International Studies

Counts toward Peace, Justice and Human Rights

#### ECON B385 Democracy and Development

Fall 2020

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Counts toward International Studies  
Counts toward Peace, Justice and Human Rights

**HIST B127 Indigenous Leaders 1492-1750**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies  
Counts toward Peace, Justice and Human Rights

**POLS B141 Introduction to International Politics**

Fall 2020

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.

Cross-Cultural Analysis (CC)

Counts toward International Studies  
Counts toward Peace, Justice and Human Rights

**SOCL B350 Movements for Social Justice in the US**

Not offered 2020-21

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.

Counts toward Gender and Sexuality Studies  
Counts toward Peace, Justice and Human Rights

**PHILOSOPHY**

Students may complete a major or minor in Philosophy.

**Faculty**

Macalester Bell, Associate Professor and Chair of Philosophy

Robert Dostal, Rufus M. Jones Professor of Philosophy

Justin Fugo, Visiting Assistant Professor

Thimo Heisenberg, Assistant Professor of Philosophy

Adrienne Prettyman, Associate Professor of Philosophy (on leave semesters I & II)

Collin Rice, Assistant Professor of Philosophy

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 six courses are required for the major:

- the two-semester Historical Introduction (PHIL 101 and 102);
- Ethics (PHIL 221);
- Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212), or Logic (PHIL 103);
- and Senior Conference (PHIL 398 and PHIL 399).
- At least three other courses at the 300 level are required, one of which must concentrate on the work of a single philosopher or a period of philosophy.

All majors will be required to complete two writing attentive courses prior to the start of their senior year.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

## Honors

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

## Minor Requirements

Students may minor in Philosophy by taking six courses in the discipline at any level. They must also attend the noncredit department colloquia.

## Cross-Registration

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the major advisor to make sure specific courses meet requirements.

## Prerequisites

No introductory-level course carries a prerequisite. However, most courses at both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

## Courses

### PHIL B101 Happiness and Reality in Ancient Thought

Fall 2020, Spring 2021

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### PHIL B102 Science and Morality in Modernity

Fall 2020, Spring 2021

In this course, we explore answers to fundamental questions about the nature of the world and our place in it by examining the works of some of the central figures in modern western philosophy. Can we obtain knowledge of the world and, if so, how? Does God exist? What is the nature of the self? How do we determine morally right answers? What sorts of policies and political structures can best promote justice and equality? These questions were addressed in "modern" Europe in the context of the development of modern science and the religious wars. In a time of globalization we are all, more or less, heirs of the Enlightenment which sees its legacy to be modern science and the mastery of nature together with democracy and human

rights. This course explores the above questions and considers them in their historical context. Some of the philosophers considered include Descartes, Locke, Hume, Kant, and Wollstonecraft.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### PHIL B103 Introduction to Logic

Spring 2021

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.

Quantitative Methods (QM)

### PHIL B206 Introduction to the Philosophy of Science

Not offered 2020-21

Scientific ideas and inferences have a huge impact on our daily lives and the lives of practicing scientists. But what is science, how does it work, and what does it able us to know? In this introductory course, we will be considering some traditional philosophical questions applied to the foundations and practice of natural science. These questions may include the history of philosophical approaches in science, the nature of scientific knowledge, changes in scientific knowledge over time, how science provides explanations of what we observe, the justification of false assumptions in science, the nature of scientific theories, and some questions about the ethics and values involved in scientific practice.

Critical Interpretation (CI)

### PHIL B207 Africana Philosophy

Fall 2020

Africana philosophy is also called African diasporic philosophy. It is a modern form of philosophy addressing problems of what could be called the "underside of Western philosophy," problems often avoided in Western philosophy, and thus paradoxically become more central in significance than many Western philosophers may realize. Students will examine these problems across African American philosophy, Afro-Caribbean philosophy, and African philosophy, through resources from Africana analytical, dialectical, existential, feminist, phenomenological, and pragmatist thought. While examining these problems, students will learn about the major scholars and schools of Africana philosophical thought.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward Africana Studies

### PHIL B211 Theory of Knowledge

Not offered 2020-21

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

## PHILOSOPHY

these theories interrelate, and to instill philosophical skills in the critical evaluation of them. Discussions will be based on contemporary readings.

Critical Interpretation (CI)

### **PHIL B212 Metaphysics**

Not offered 2020-21

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?

Critical Interpretation (CI)

### **PHIL B221 Ethics**

Fall 2020, Spring 2021

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### **PHIL B225 Global Ethical Issues**

Spring 2021

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### **PHIL B234 The Nature of Public Art and the Ethics of Commemoration**

Fall 2020

Philadelphia has the largest number of public artworks in the country and is also the first city in the nation to require that developers use a portion of their construction budget for public art. It is also home to a number of well-known memorials. In this course, we will take up a number of philosophical questions about the nature of public art, political aesthetics, and the ethics of commemoration using case studies drawn from Philadelphia. Some of the questions we will consider include the following:

What is public art? What is public space? What is the role of public art in a democracy? Is there a distinct category of "street art" which can be distinguished from public art on the one hand and graffiti on the other? What is the moral value of commemorative art? What, if anything, do we have a moral obligation to commemorate and what grounds that obligation? How should we assess controversies surrounding the removal of art honoring persons or groups many judge to be morally objectionable, such as Confederate monuments? How should we memorialize victims of injustice? Prerequisites: At least one previous Philosophy class is suggested.

Course does not meet an Approach

### **PHIL B238 Science, Technology and the Good Life**

Not offered 2020-21

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Environmental Studies

### **PHIL B240 Environmental Ethics**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Environmental Studies

**PHIL B247 Science, Mind, and Culture**

Not offered 2020-21

Both human minds and our culture are extremely complex and intimately intertwined. As a result, several sciences--including biology, psychology, and archeology--are required to give a full understanding of who we are and how we got to be this way. This interdisciplinary project raises several philosophical questions about how to study the human mind and its relationship to biology and culture. In this course we will first look at philosophical questions that arise for each of these sciences independently. These include issues regarding the role of adaptation in biology and psychology, the nature of mental concepts, the relationship between thought and language, and the use of artifacts and computational models as evidence. In the second part of the course, we will focus on the challenges and benefits of integrating these disciplines to inform our views about human nature, cultural change, and how our minds interact with the world.

Critical Interpretation (CI)

**PHIL B248 Markets and Morality**

Spring 2021

Markets are everywhere today: if you want to find a job, if you want to buy some good, or if you want to sell some service, you will inevitably have to submit yourself to their norms. Yet, this omnipresence of markets raises fundamental ethical questions. Is it really good that we organize exchange and production largely through markets? How are societies and individuals impacted by centrally relying on them? Should we, much rather, prefer a planned economy? Or would such a planned economy unduly constrain people's freedom? And, if we opt for markets, what are their moral limits? Should human organs or access to lawmakers be distributed via a market? Should access to health-care be governed by market principles? This seminar explores these ethical and political questions through an unusually diverse set of texts. The syllabus brings together a broad set of perspectives from both the history of philosophy as well as from the contemporary Anglo-American debate. That way, we draw on a broad set of ideas in order to tackle the philosophical, moral and existential challenge that markets pose: and, while going along, familiarize ourselves with classic authors from both the European and Anglo-American traditions in social/political philosophy.

Critical Interpretation (CI)

**PHIL B252 Feminist Theory**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

**PHIL B256 Scientific Modeling, Idealization, and Policy Making**

Fall 2020

This course will focus on the role of scientific models, theories, and research in democratic policy making. In particular, we will consider the epistemological and ethical questions surrounding the use of scientific models in conservation ecology, climate change, and other areas of biology. The goal of the course will be to focus on how scientific research ought to be funded, practiced and incorporated into policy within a democratic society.

Critical Interpretation (CI)

**PHIL B271 Minds and Machines**

Not offered 2020-21

What is the relationship between the mind and the body? What is consciousness? Is your mind like a computer, or do some aspects of the mind resist this analogy? Is it possible to build an artificial mind? In this course, we'll explore these questions and more, drawing on perspectives from philosophy, psychology and cognitive neuroscience. We will consider the viability of different ways of understanding the relationship between mind and body as a framework for studying the mind, as well as the distinctive issues that arise in connection with the phenomenon of consciousness. No prior knowledge or experience with any of the subfields is assumed or necessary.

Critical Interpretation (CI)

**PHIL B305 Topics in Value Theory**

Spring 2021

**PHIL B308 German Philosophy: From Kant to Hegel**

Fall 2020

In the wake of Kant's critical philosophy, German philosophy goes through a period of philosophical excitement and intellectual upheaval. In a space of only roughly thirty years, philosophers such as Fichte, Schelling and Hegel compose a flurry of competing responses to the Kantian proposal, generating new approaches to epistemology, metaphysics, ethics and politics that, in turn, come to define European thought for centuries. But what was this controversy originally about? What aspects of Kant's critical project caused it? What are unifying themes in Fichte, Schelling and Hegel's responses to Kant? In what ways do they diverge? And what, if anything, can we today still learn from this brief, yet turbulent period in the history of philosophy? In this upper-level seminar we ask these questions through a careful examination of some of the most important primary texts of that time, and through a thorough discussion of their contemporary implications. Prerequisite: One previous Philosophy course or permission from instructor.

Course does not meet an Approach

**PHIL B310 Philosophy of Science**

Not offered 2020-21

This course investigates philosophical problems arising from reflection about the practice of science and the inferences used in scientific reasoning. Typical topics include the nature of scientific laws and theories, the character of explanation and prediction, the role of idealization in science, the goals of

## PHILOSOPHY

scientific inquiry, the existence of “non-observable” theoretical entities such as electrons and genes, the problem of justifying induction, scientific realism vs. constructivism, the role of values and ethics in science, the evolution of scientific knowledge over time, the social structures of science, and some puzzles associated with probability. We will also look at more specific philosophical issues within particular scientific disciplines (e.g. philosophy of physics, biology, or social science) as they arise throughout the course.

### **PHIL B319 Philosophy of Mind**

Not offered 2020-21

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical perspective that draws on relevant literature from cognitive neuroscience.

Counts toward Neuroscience

### **PHIL B330 Kant**

Not offered 2020-21

The significance of Kant's transcendental philosophy for thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called “continental” schools of thought. This course will provide a close study of Kant's breakthrough work: *The Critique of Pure Reason*. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, metaphysics, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism, 20th-century phenomenology, and contemporary analytic philosophy. Prerequisite: PHIL 102 or at least one 200 level Philosophy course.

### **PHIL B338 Phenomenology: Heidegger and Husserl**

Not offered 2020-21

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*.

### **PHIL B343 Philosophy of Biology**

Not offered 2020-21

The theory of evolution has had a huge impact on the way we view the world around us, our place in that world, and our

knowledge of biological organisms. But what is the theory of evolution, how does it work, and what does it enable us to know? In this course, we will be considering some philosophical issues surrounding the practice and development of biological theory. We will begin by investigating Darwin's original theory and how that theory has changed since Darwin's time. We will also look at the debate between evolution and creationism. Then we will investigate several problems within the philosophy of biology including: the nature of fitness, the units of selection, adaptationism, optimization, idealization, reductionism, and complexity. Finally, we will look at the application of evolutionary theory in our attempts to understand the human mind and nature.

### **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.

### **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.

### **PHIL B403 Supervised Work**

### **CMSC B325 Computational Linguistics**

Not offered 2020-21

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts toward Counts toward Neuroscience

### **CMSC B372 Artificial Intelligence**

Not offered 2020-21

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to “intelligence” when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts toward Counts toward Neuroscience

### **COML B293 The Play of Interpretation**

Not offered 2020-21

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.

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **CSTS B203 Technology and Humanity in the Ancient World**

Fall 2020

In this course, we will study the development, impact, and ethical implications of technology in the ancient world. While investigating the attitudes toward technology expressed by scientific and non-scientific authors of the Graeco-Roman world, students will be exposed to perspectives and methods from a variety of disciplines including literary studies, anthropology, social psychology, and 4E cognition, engaging with questions related to areas of social justice, human ecology, artificial intelligence, urban planning, environmental management, and medicine. Through readings by authors such as Aristophanes, Euripides, Aristotle, Cicero, Seneca, Apuleius and Galen, we will discuss the technologies used to aid memory, carry out calculative activities, perform labor, influence human behavior, and improve quality of life. In addition to gaining a broad understanding of ancient technologies (real and imagined), students will a) become familiar with the major periods and events of Graeco-Roman history and be able to contextualize attitudes towards technology within those periods; b) become familiar with the styles of literature and material arts during major periods of Graeco-Roman history, and c) develop skills necessary for reading primary texts (literary, philosophical, and historical) as documents representing the intellectual history of classical antiquity. No previous knowledge of the ancient world is required.

Cross-Cultural Analysis (CC)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

### **GERM B212 Marx, Nietzsche, Freud, and the Rhetoric of Modernity**

Not offered 2020-21

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of "the history of the subject" into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of "the philosophical discourse(s) of modernity" (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Course is taught in English. One additional hour will be added for those students wanting German credit. Course counts toward Philosophy.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

Not offered 2020-21

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race&ethnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

### **POLS B224 Comparative Political Phil: China, Greece, and the "West"**

Spring 2021

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in

## PHILOSOPHY

either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward International Studies

### **POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

Fall 2020

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Critical Interpretation (CI)

### **POLS B231 Introduction to Political Philosophy: Modern**

Not offered 2020-21

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 Locke, J.S. Mill, Hegel, Marx, Nietzsche and others.

Critical Interpretation (CI)

### **POLS B245 Philosophy of Law**

Fall 2020

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Critical Interpretation (CI)

### **POLS B261 Sovereignty, Identity, and Law**

Fall 2020

What is sovereignty and what does it mean to say that a "people" is sovereign? Is popular sovereignty rule by the "will of the people?" Who is this "people" whose will is sovereign? What are the implications of our answers to these questions for our idea of law? Is law the expression of that pre-existing will, and of something that already exists, called "the people"? Or does law have a role in creating "the people" and its "will"? Drawing on theoretical, historical, and legal texts, this course will explore the idea of sovereignty and popular sovereignty and its relation to law and collective identity. Sophomore Standing. Freshman only with instructor's approval.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **POLS B272 The Power of the People: Democratic Revolutions**

Not offered 2020-21

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law,

and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Course does not meet an Approach

### **POLS B290 Power and Resistance**

Not offered 2020-21

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **POLS B320 Topics in Greek Political Philosophy**

Not offered 2020-21

This is a topics course, course content varies. Past topics include: Aristotle's Nicomachean Ethics and Politics and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

### **POLS B327 Political Philosophy in the 20th Century**

Not offered 2020-21

A study of 20th- and 21st-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Michel Foucault, Jurgen Habermas, and John Rawls. Topics include the relationship of individual rationality and political authority, cosmopolitanism, the "crisis of modernity," and the debate concerning contemporary democratic citizenship. Prerequisite: Two courses in text-based political philosophy or political theory, or consent of the instructor.

### **POLS B350 Equalities and Inequalities in Politics and Society**

Not offered 2020-21

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of



the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Counts toward Counts toward Africana Studies

### **POLS B371 Topics in Political Philosophy**

Section 001 (Fall 2020): Anti-Political Theory

Fall 2020

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor.

Current topic description: I'm here to announce that the formation of a new political party," Fred Moten begins his essay "Air Shaft, Rent Party." "This party is new because it's not political. This is the new political party to end all political parties." This course seeks to convene a study group for the anti-political party. Following Moten's lead, we will take our orientation from the jazz tradition, locating "study" in Black study and to "think[ing] study through jazz," as Stefano Harney has put it, with the work of Moten, Fumi Okiji on Adorno's critique of jazz, and Angela Davis on the blues tradition. Then we will turn to a series of European thinkers - Agamben and Rancière chief among them - who have developed theories of the abundance of the ignorant and "inappropriate" in ways that parallel Black Studies' "study." Drawing these two traditions of study together (in frictive tension), we will close by examining the social and anti-political dimensions of study with Harney and Moten as well as the writings of Grace Lee and James Boggs, Myles Horton, Paulo Friere, and Ella Baker.

### **POLS B381 Nietzsche**

Not offered 2020-21

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

## **PHYSICS**

Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.

### **Faculty**

Xuemei Cheng, Associate Professor and Chair of Physics

Kate Daniel, Assistant Professor of Physics

Mark Matlin, Senior Lecturer and Lab Coordinator of Physics

Michael Noel, Marion Reilly Professor and Chair of Physics (on leave semester II)

David Schaffner, Assistant Professor of Physics

Michael Schulz, Associate Professor of Physics

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

### **Required Introductory Courses for the Major and Minor**

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. Students are encouraged to place out of MATH 101 and 102 if that is appropriate. Although College credit is given for a score of 4 or 5 on the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental placement examination either during the summer before entering Bryn Mawr or just prior to, or during, the first week of classes. Then, the department can place students in the appropriate course. Students are not given credit for courses they place out of as a result of taking this placement exam. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, the major sequence is designed so that a student who completes the introductory sequence by the end of the sophomore year can major in physics.

### **Major Requirements**

The physics major provides depth in the discipline through a series of required courses, as well as the flexibility to choose from a range of electives in physics and related fields. This allows students to follow various paths through the major and thus tailor their program of study to best meet their career goals and scientific interests.

Beyond the two introductory physics courses and the two introductory mathematics courses, ten additional courses are required for the major. (Haverford courses may be substituted

## PHYSICS

for Bryn Mawr courses where appropriate.) Five of the ten courses must be PHYS 201, 214, 306, and MATH 201, 203. In addition, either PHYS 331 or 305 is required as well as the half-credit Senior Seminar, PHYS 398 offered each fall. PHYS 331 and PHYS 305 are Writing Intensive courses and by completing at least one of them, students can meet the Writing Requirement in the major. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with one course from among ASTR 342, 343, and 344, or a 300-level math course, with the approval of the major's advisor. Other substitutions from related disciplines such as chemistry, geology, and engineering) may be possible. Please consult with the major's advisor to discuss such options.

### Four-Year Plan meeting the minimum requirements for the major:

#### 1st Year

PHYS 121, 122

MATH 101, 102

#### 2nd Year

PHYS 201, 214

MATH 201, 203

#### 3rd Year

PHYS 306, 331 or 305, and one other 300-level physics course

#### 4th Year

Two 300-level physics courses, plus 398

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year.

### Three-Year Plan meeting the minimum requirements for the major:

#### 1st Year

MATH 101, 102

#### 2nd Year

PHYS 121, 122

MATH 201, 203

#### 3rd Year

PHYS 201, 214, 306, 331 or 305

#### 4th Year

Three 300-level physics courses, plus 398

## Honors

The degree of Bachelor of Arts is awarded with honors in physics in recognition of academic excellence. The award, which is made upon the recommendation of the department, is based on the quality of a Senior Thesis and on an achievement of a GPA of at least 3.4 in 200-level courses and above in physics, astronomy, and mathematics at Bryn Mawr and Haverford Colleges and an overall GPA of at least 3.0.

## Study Abroad

Many physics majors participate in the College's junior year study abroad program. Undergraduate physics courses are surprisingly standardized throughout the world. The Majors Adviser will work with you to design an appropriate set of courses to take wherever you go.

## Minor Requirements

The requirements for the minor, beyond the introductory sequence, are PHYS 201, 214 and 306; PHYS 331 or 305; MATH 201, 203; and one additional 300-level physics course. The astronomy and mathematics courses described under "Major Requirements" may not be substituted for the one additional 300-level physics course.

## Preparation for Graduate School

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be well prepared for graduate school, students should take, at a minimum, these upper-level courses: PHYS 302, 303, 308, and 309. Students should also take any additional courses in physics and allied fields that reflect their interests, and should engage in research with a member of the faculty by taking PHYS 403. (Note that PHYS 403 does not count towards the 14 courses required for the major.) Seniors can take graduate courses, usually PHYS 501: Quantum Mechanics or PHYS 503: Electromagnetism, to get a head start on graduate school.

## Minor in Educational Studies or Secondary-School Teacher Certification

Students majoring in physics can pursue a minor in educational studies or state certification to teach at the secondary-school level. Students seeking the minor need to complete six education courses including a two-semester senior seminar, which requires five to eight hours per week of fieldwork. To earn secondary-school certification (grades 7-12) in physics, students must: complete the physics major plus two semesters of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses; complete six education courses; and student teach full-time (for two course credits) second semester of their senior year. For additional information, see Education.

## Pre-Health Professions

A major in physics can be excellent preparation for a career in the health professions. A recent (2010) study by the American Institute of Physics finds that "...as a group, physics bachelor's degree recipients achieve among the highest scores of any college major on the entrance exams for medical school..." In addition to one year of physics, most medical and dental schools require one year of English, one year of biology, one year of general chemistry, and one year of organic chemistry. Students wishing to pursue this path should consult the physics major's advisor early in their studies as well as the Health Professions Advising Office to develop an appropriate major plan. For additional information, see Health Professions Advising.

## Engineering Options

Although Bryn Mawr does not offer engineering courses, several options are available to students with an interest in this field.

### A Physics Major With an Engineering Focus

A path through the physics major can be developed that provides a solid preparation for further studies at the masters or doctoral level in engineering. This path can include coursework in engineering taken at Swarthmore College or the University of Pennsylvania.

### 3+2 Program in Engineering and Applied Science with Caltech

Students can pursue engineering through the 3+2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, earning both an A.B. at Bryn Mawr and a B.S. at Caltech in five years. For additional information, see the "Academic Opportunities" section of the Catalog.

### 4+1 Program in Engineering with UPenn

Students can pursue engineering through the 4+1 Program in Engineering and Applied Science offered in cooperation with the University of Pennsylvania, earning an A.B. at Bryn Mawr and an M.A. at U. Penn in five years. For additional information, visit [www.brynmawr.edu/catalog/2016-17/program/opportunities/41penn\\_engineerin....](http://www.brynmawr.edu/catalog/2016-17/program/opportunities/41penn_engineerin....)

## A.B./M.A. Program

To earn an M.A. degree in physics in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis.

## Courses at Haverford College

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as indicated in the listings of the specific courses below. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. Haverford 335 and Bryn Mawr 325 are both topics in advanced theoretical physics and they also tend to alternate. In addition, 100- and 200-level courses at Haverford can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

## Introductory Physics Sequences

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS 121/122/201/214 is a coordinated, four-semester sequence in physics. Students are encouraged to place out of MATH 101 and 102 if that is appropriate.

## Courses

### PHYS B101 Introductory Physics I

Fall 2020

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. Lecture three hours, laboratory two hours.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B102 Introductory Physics II

Spring 2021

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B105 Design and Making for All

Not offered 2020-21

This is a combined lecture and laboratory course that explores how products are designed and made, introducing the engineering design process, creativity methods, human factors considerations, and ideation. Students engage in reverse engineering as well as creation of simple product prototypes using tools including 3D printers.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B121 Modern Physics

Fall 2020

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed

## PHYSICS

for those majoring in the physical sciences. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Co-requisite: MATH B101.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B122 Classical Mechanics

Spring 2021

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B201 Electromagnetism

Fall 2020

The lecture material covers electro- and magneto-statics, electric and magnetic fields, induction, Maxwell's equations, and electromagnetic radiation. Scalar and vector fields and vector calculus are developed as needed. The laboratory involves passive and active circuits and projects in analog and digital electronics. Lecture three hours, laboratory three hours. Prerequisite: PHYS 102 or 122. Corequisite: MATH 201.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

### PHYS B214 Introduction to Quantum Mechanics

Spring 2021

An introduction to the principles governing systems at the atomic scale and below. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, and the time dependence of quantum states. Recent developments, such as paradoxes calling attention to the counter-intuitive aspects of quantum physics, will be discussed. Additional topics may be included at the discretion of the instructor. The laboratory provides an introduction to a variety of computational tools and programming techniques. Lecture three hours, laboratory three hours. Prerequisite: MATH 201 and PHYS B122, or permission of the instructor. Corequisite: MATH 203.

Quantitative Methods (QM)  
Scientific Investigation (SI)

### PHYS B302 Advanced Quantum Mechanics and Applications

Not offered 2020-21

This course presents nonrelativistic quantum mechanics, including Schrödinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional

recitation sessions as needed. Prerequisites: PHYS B214 and PHYS B306 or PHYS H213

### PHYS B303 Statistical Mechanics and Thermodynamics

Fall 2020

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium, the microcanonical, canonical, and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac, and Maxwell Boltzmann statistics. The statistical basis of classical thermodynamics is investigated. Examples and applications are drawn from among solid state physics, low temperature physics, atomic and molecular physics, electromagnetic waves, and cosmology. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B214 or H214. Co-requisite: PHYS B306 or H213.

### PHYS B305 Advanced Electronics Lab

Not offered 2020-21

This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: PHYS B201

### PHYS B306 Mathematical Methods in the Physical Sciences

Fall 2020

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisite: MATH 201 and 203.

### PHYS B308 Advanced Classical Mechanics

Not offered 2020-21

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS B201 or PHYS B214 or PHYS H214. Co-requisite: PHYS B306 or H213.

### PHYS B309 Advanced Electromagnetic Theory

Spring 2021

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special relativity. Some examples and applications may come from superconductivity, plasma physics, and radiation theory. Lecture three hours and

additional recitation sessions as needed. Prerequisites: PHYS B201 and B306 OR H213 and H214.

### **PHYS B322 Solid State Physics**

Not offered 2020-21

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306 OR PHYS H213 and H214.

### **PHYS B325 Advanced Theoretical Physics**

Spring 2021

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.

### **PHYS B328 Galactic Dynamics & Advanced Classical Mechanics**

Not offered 2020-21

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

### **PHYS B331 Advanced Experimental Physics**

Spring 2021

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the class. Laboratory eight hours a week. Corequisite: PHYS 214.

### **PHYS B380 Physics Pedagogy**

Not offered 2020-21

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.

### **PHYS B390 Independent Study**

Not offered 2020-21

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.

### **PHYS B398 Senior Seminar**

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department. Prerequisite: Senior Standing.

### **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.

### **PHYS B503 Electromagnetic Theory I**

Not offered 2020-21

This course is the first semester of a year-long standard sequence on electromagnetism. This semester begins with topics in electrostatics, including Coulomb's and Gauss's Laws, Green functions, the method of images, expansions in orthogonal functions, boundary-value problems, and dielectric materials. The focus then shifts to magnetic phenomena, including the magnetic fields of localized currents, boundary-value problems in magnetostatics, and the interactions of fields and magnetic materials. The last portion of the course treats Maxwell's equations, transformation properties of electromagnetic fields, electromagnetic waves and their propagation and, time permitting, the basics of waveguides. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

### **PHYS B504 Electromagnetic Theory II**

Not offered 2020-21

This course is the second semester of a two semester graduate level sequence on electromagnetic theory. Topics include electromagnetic radiation, multiple fields, scattering and diffraction theory, special relativity, Lagrangian and Hamiltonian descriptions, radiation from point particle motion, Lienard-Wiechert potentials, classical electron theory and radiation reaction. Additional topics may be included at the discretion of the instructor. This course is taught in a seminar format,

## PHYSICS

in which students are responsible for presenting much of the course material in class meetings. Prerequisite: PHYS 503

### **PHYS B505 Classical Mechanics I**

Not offered 2020-21

This course will cover mechanics topics familiar from the undergraduate curriculum, but from deeper theoretical and mathematical perspectives. Topics will include Lagrange & Hamilton methods, the central force problem, rigid body motion, oscillations, and canonical transformations. Time permitting, other topics that might be explored include chaos theory, special relativity, and the application of Lagrangian and Hamiltonian methods to continuous systems. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

### **PHYS B507 Statistical Mechanics I**

Fall 2020

Review of Thermodynamics; Equilibrium statistical mechanics -- microcanonical and canonical ensembles; Ideal gases, photons, electrons in metals; Phase transitions; Monte Carlo techniques; Classical fluids, Non-equilibrium statistical mechanics.

### **PHYS B522 Solid State Physics**

Not offered 2020-21

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.

### **PHYS B701 Supervised Work**

Section 002 (Fall 2019): Integrated Mechanobiology

Fall 2020, Spring 2021

Supervised Research

### **MATH B101 Calculus I**

Fall 2020, Spring 2021

This is the first in a sequence of two courses that covers single-variable calculus. Topics include functions, limits, continuity, derivatives, differentiation formulas, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: proficiency in high-school mathematics (including algebra, geometry, and trigonometry).

Quantitative Methods (QM)

Quantitative Readiness Required (QR)

### **MATH B102 Calculus II**

Fall 2020, Spring 2021

This is the second in a sequence of two courses that covers

single-variable calculus. Topics include techniques of integration, applications of integration, infinite sequences and series, tests of convergence for series, and power series. Prerequisite: a merit grade in Math 101 (or an equivalent experience).

Quantitative Methods (QM)

### **MATH B201 Multivariable Calculus**

Fall 2020

This course extends calculus to functions of multiple variables. Topics include functions, limits, continuity, vectors, directional derivatives, optimization problems, multiple integrals, parametric curves, vector fields, line integrals, surface integrals, and the theorems of Gauss, Green and Stokes. Prerequisite: a merit grade in Math 102 (or an equivalent experience).

Quantitative Methods (QM)

### **MATH B203 Linear Algebra**

Spring 2021

This course considers systems of linear equations, matrix algebra, determinants, vector spaces, subspaces, linear independence, bases, dimension, linear transformations, eigenvalues, eigenvectors, orthogonality, and applications of linear algebra. Prerequisite (or corequisite): Math 102.

Quantitative Methods (QM)

## POLITICAL SCIENCE

### Faculty

Michael Allen, Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of International Studies

Caitlin Brown, Visiting Assistant Professor of Political Science

Marissa Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Jeremy Elkins, Associate Professor of Political Science

Carol Hager, Professor of Environmental Studies and Political Science (on leave semesters I & II)

Seung-Youn Oh, Associate Professor of Political Science (on leave semesters I & II)

Joel Schlosser, Associate Professor and Chair of Political Science

Zachary Andrew Scott, Lecturer

Nathaniel Shils, Lecturer

Political Science is the study of justice and authority, peace and conflict, public policies and elections, government and law, democracy and autocracy, freedom and oppression. More than any other social science, Political Science uses a wide variety of approaches to explain political phenomena and to evaluate the actions of polities and leaders. The Political Science major develops reading, writing, and thinking skills necessary for a critical understanding of the political world. The major prepares students to go on to public policy or law schools as well as to graduate work in Political Science. Majors in the department have pursued careers worldwide in public service, journalism, advocacy, law, and education, to name a few.

### Major Requirements

Students who wish to declare Political Science as a major should contact the Political Science Chair. The department will attempt to respect requests for a particular advisor, but, because of the need to distribute advisees evenly among the faculty, cannot guarantee particular requests.

All Haverford Political Science courses count toward the Bryn Mawr major (the same is generally true for courses at Swarthmore and Penn). Majors in the Bryn Mawr department must take at least four (for 2019-20: three) of their major courses here, in addition to 399.

The study of politics covers a wide ground, and the Political Science major is designed to give students an opportunity to focus their study while also attending to questions, issues, and problems that run through the study of politics more generally, and that connect the study of politics to other disciplines. We have organized the major along the lines of four general themes as well as according to traditional subfields

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political and Legal Theory
- American Politics
- Comparative Politics
- International Politics

- Law and Policy

The Political Science major consists of a minimum of 10 courses:

- Two introductory-level courses, which prospective majors should complete by the end of their sophomore year, from this list: 121, 123 (at HC), 131, 141, 143 (at HC), 151 (at HC), 228, 245 and 231. These courses may be taken in any order.
- Two concentrations, at least one of which should be from either the four general themes or the traditional subfields listed above. The second concentration is normally also chosen from those categories, but it can be based on a more substantive focus (e.g. gender, environmental politics, or the politics of a particular region), to be determined in consultation with the student's advisor. Each concentration consists of three courses, at least one of which must be at the 300 level and all of which must be either at the 200 or 300 level. The specific courses required to satisfy the concentration will be determined as part of a major work plan by the student and her advisor.
- One additional 300 level course. (For the Class of 2019-20, a 200-level course may be substituted for the additional 300-level course. In either case, the total number of courses will be a minimum of 10).
- Senior Essay (399), to be taken in the spring semester of the senior year.
- At least four (for 2019-20: three) courses, in addition to POLS 399, must be taken in the Bryn Mawr Political Science Department.

### Senior Capstone

The senior project in Political Science can take one of two forms. All students can choose to write Senior Field Essays. With faculty approval and a well-constructed project, students can instead choose to write a senior thesis. Students on both paths will have an oral "defense" at the end of the spring semester.

### Senior Field Essays

The Senior Field Essays consist of two essays (approximately 12-15 pages each) on two topics or themes that the student has studied during their time at Bryn Mawr. These essays are an opportunity to reflect on topics/themes of the students' own choosing, and are intended to draw on, and extend and/or integrate ideas from various courses that the student has taken. Generally, the topics of the essays should reflect their two concentrations and the courses taken within each; the precise topic of each essay will be determined by the student in consultation with a senior essay advisor. Each essay should discuss approximately 5-7 relevant works (books and/or articles), although a higher or lower number (or a specific balance between books and articles) may be determined in consultation with the faculty advisor. The precise number of works considered may vary depending on the topic and will be determined in consultation with the student's faculty advisor.

Students attend a fall meeting to discuss the general requirements for the essays, and submit a proposal for the topics of the two essays at about the 10th week of the fall semester. (The exact date is announced at the fall meeting). Students are assigned an advisor who meets with the student at the end of fall semester or beginning of spring semester.

## POLITICAL SCIENCE

Students meet regularly with their advisors through the spring semester to discuss their work-in-progress. The first essay is submitted before spring break. The second essay is submitted by the last day of spring classes.

### Senior Thesis

Students who are interested in the possibility of writing a thesis and who have a clearly defined thesis topic should discuss their prospective thesis with a member of the Political Science faculty during the fall semester prior to fall break. The faculty member and the student will discuss the appropriateness of doing a thesis in lieu of the Field Essays. With the approval of the faculty member, the student will submit a detailed thesis proposal in lieu of the Field Essay proposals, due around the 10th week of fall semester. Students writing a thesis are assigned a thesis advisor with whom the student meets regularly during the spring term.

### Senior Orals

During finals weeks of the spring semester, senior Political Science majors will meet with their advisor and a second faculty reader to discuss their completed field essays or thesis. This is an opportunity for the student to answer questions about, and elaborate on, their senior projects.

### Major Credit for Courses Outside the Political Science Department

Up to three courses from departments other than Political Science may be accepted for major credit, if in the judgment of the department these courses are an integral part of a student's major plan. Decisions as to which outside courses count for Political Science major credit are made by the faculty on a case by case basis. When in doubt, students should consult their major advisor or the department chair. Ordinarily, 100-level courses taken in other departments may not be counted for major credit in Political Science.

We encourage students to spend a semester abroad during their junior year. We generally count one course taken abroad for credit toward the major. Courses taken abroad count at the 200 level only.

### Writing Intensive and Writing Attentive Courses

Students are required to take at least one writing intensive course or two writing attentive courses in their major. Political Science generally offers one writing intensive course annually. In addition, a number of 300-level courses that count as writing attentive will be offered annually.

### Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

### Minor Requirements

A minor in Political Science consists of six courses distributed across a minimum of two fields. At least four of these courses must be at the 200 level or higher, and at least two of them must be at the 300 level. At least three of the courses must be taken from the Bryn Mawr Department of Political Science course offerings.

The fields are:

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political and Legal Theory
- American Politics
- Comparative Politics
- International Politics
- Law and Policy

### Course Designations

Almost every course offered in the Political Science Departments at Bryn Mawr and Haverford will count for at least one of the fields of concentration, and some may count for more than one (no single course, however, may be counted as part of more than one field of concentration). Many courses offered at Swarthmore and Penn will also count toward these. Students should consult their advisor for information on classifying any courses that do not appear on this list.

#### Identity and Difference

- 123 American Politics: Difference and Discrimination (H)
- 131 Introduction to Comparative Politics
- 206 Conflict & Conflict Management
- 220 Constitutional Law
- 226 Social Movement Theory (H)
- 228 Introduction to Political Philosophy: Ancient and Early Modern
- 229 Latino Politics in the U.S. (H)
- 231 Introduction to Political Philosophy: Modern
- 235 African Politics (H)
- 242 Women in War and Peace (H)
- 243 African and Caribbean Perspectives in World Politics
- 245 Philosophy of Law
- 248 Modern Middle East Cities
- 253 Feminist Theory
- 282 The Exotic Other
- 285 Religion and the Limits of Liberalism (H)
- 286 Religion and American Public Life (H)
- 287 Media and Politics: The Middle East Transformed
- 316 Ethnic Group Politics—Identity and conflict
- 320 Democracy in America (H)
- 336 Democracy and Democratization (H)
- 340 Postcolonialism and the Politics of Nation-building (H)
- 345 Islam, Democracy and Development (H)
- 348 Culture and Ethnic Conflict identity and conflict
- 354 Comparative Social Movements
- 358 Political Psychology and Ethnic Conflict
- 370 Becoming a People: Power, Justice, and the Political (H)
- 375 Perspectives on Work, and Family in the U.S.
- 379 Feminist Political Theory (H)
- 383 Islamic Reform and Radicalism



**Policy Formation and Political Action**

121 American Politics (H)  
 H121 American Politics and Its Dynamics (H)  
 131 Introduction to Comparative Politics  
 H123 American Politics: Difference and Discrimination (H)  
 H131 Comparative Government and Politics (H)  
 131 Introduction to Comparative Politics  
 205 European Politics  
 222 Introduction to Environmental Issues: Policy Making in Comparative Perspective  
 H223 American Political Process: The Congress (H)  
 H224 The American Presidency (H)  
 H225 Mobilization Politics (H)  
 H226 Social Movement Theory (H)  
 H227 Urban Politics (H)  
 H228 Urban Policy (H)  
 H230 Topics in Comparative Politics (H)  
 H235 African Politics (H)  
 H237 Latin American Politics (H)  
 242 Women in War and Peace (H)  
 248 Modern Middle East Cities  
 H249 The Soviet System and Its Demise (H)  
 254 Bureaucracy and Democracy  
 H257 The State System (H)  
 259 Comparative Social Movements in Latin American  
 265 Politics, Markets and Theories of Capitalism (H)  
 274 Education Politics and Policy  
 278 Oil, Politics, Society, and Economy  
 279 State Transformation/Conflict  
 288 The Political Economy of the Middle East and North Africa  
 287 Media and Politics: The Middle East Transformed  
 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors  
 310 Comparative Public Policy  
 314 Strategic Advocacy: Lobbying & Interest Group Politics in Washington, D.C. (H)  
 315 Public Policy Analysis (H)  
 320 Democracy in America (H)  
 321 Technology and Politics  
 325 Grassroots Politics in Philadelphia (H)  
 333 Transformations in American Politics: late 20th-early 21st century  
 334 Politics of Violence (H)  
 339 The Policymaking Process  
 345 Islam, Democracy and Development (H)  
 354 Comparative Social Movements: Power, Protest, and Mobilization  
 375 Perspectives on Work and Family in the U.S.  
 378 Origins of American Constitutionalism  
 385 Democracy and Development  
 393 US Welfare Politics: Theory and Practice

**Interdependence and Conflict**

151 International Politics (H)  
 205 European Politics  
 206 Conflict & Conflict Management  
 211 Politics of Humanitarianism  
 233 Perspectives on Civil War and Revolution: Southern Europe and Central America (H)  
 235 Transitional Justice in Post-Conflict Societies  
 239 The United States and Latin America (H)  
 240 Inter-American Dialogue (H)  
 242 Women in War and Peace (H)  
 247 Political Economy of Developing Countries (H)  
 248 Modern Middle East Cities  
 250 International Politics  
 252 International Politics of the Middle East (H)  
 253 Introduction to Terrorism Studies (H)  
 256 The Evolution of the Jihadi Movement (H)  
 258 The Politics of International Institutions (H)  
 259 American Foreign Policy (H)  
 261 Global Civil Society (H)  
 262 Human Rights and Global Politics (H)  
 264 Politics of Commodities  
 265 Politics, Markets and Theories of Capitalism (H)  
 278 Oil, Politics, Society, and Economy  
 279 State Transformation/Conflict  
 283 Modern Middle East/North Africa  
 288 The Political Economy of the Middle East and North Africa  
 287 Media and Politics: The Middle East Transformed  
 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors  
 316 Ethnic Group Politics—Identity and conflict  
 339 Transitional Justice (H)  
 347 Advanced Issues in Peace and Conflict  
 340 Postcolonialism and the Politics of Nation-building (H)  
 348 Culture and Ethnic Conflict identity and conflict  
 350 Topics in International Politics (H)  
 357 International Relations Theory: Conflict and the Middle East (H)  
 358 The War on Terrorism (H)  
 358 Political Psychology and Ethnic Conflict  
 361 Democracy and Global Governance (H)  
 362 Global Justice (H)  
 365 Solidarity Economy Movements (H)  
 378 Origins of American Constitutionalism  
 379 The United Nations and World Order  
 383 Islamic Reform and Radicalism  
 385 Democracy and Development 391 International Political Economy  
 392 State in Theory and History

## POLITICAL SCIENCE

### Political Theory

- 171 Introduction to Political Theory: Democratic Authority (H)
- 228 Introduction to Political Philosophy: Ancient and Early Modern
- 231 Introduction to Political Philosophy: Modern
- 234 Legal Rights in the Administrative State
- 241 Politics of International Law & Institutions
- 245 Philosophy of Law
- 253 Feminist Theory
- 266 Sovereignty (H)
- 272 Democratic Theory: Membership, Citizenship and Community (H)
- 276 American Political Thought from Founding to Civil War (H)
- 277 American Political Thought: Post Civil War (H)
- 284 Modernity and its Discontents
- 300 Nietzsche, Kant, Plato: Modes of Practical Philosophy
- 320 Greek Political Philosophy
- 327 Political Philosophy: 1950-Present
- 336 Democracy and Democratization (H)
- 365 Erotica: Love and Art in Plato and Shakespeare
- 370 Becoming a People: Power, Justice, and the Political (H)
- 371 Topics in Legal and Political Philosophy
- 378 Origins of American Constitutionalism
- 379 Feminist Political Theory (H)
- 380 Persons, Morality and Modernity
- 381 Nietzsche, Self, and Morality
- 392 State in Theory and History

### Courses

#### **POLS B121 Introduction to U.S. Politics**

Spring 2021

As democracy faces new challenges across the globe, it is more important than ever to understand the key features of the American political system - including its policy making and electoral institutions and its elected and appointed officials - and to think critically about their virtues and limitations. This course provides an overview of these key features. Writing Attentive.

Course does not meet an Approach

#### **POLS B131 Introduction to Comparative Politics**

Fall 2020

This course is designed to provide an introduction to the discipline of comparative politics. We will explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Questions we will engage include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way countries behave in the international arena? By the end of this course, students will be equipped to answer these questions and prepared for further study in political science.

Cross-Cultural Analysis (CC)

#### **POLS B141 Introduction to International Politics**

Fall 2020

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.

Cross-Cultural Analysis (CC)

Counts toward International Studies

Counts toward Peace, Justice and Human Rights

#### **POLS B202 Politics of Nationalism**

Fall 2020

This course explores the genesis, forms, and political dynamics of nationalism in different states and regions of the world. The semester will culminate with examination of contemporary debates about recent nationalist resurgence. In addition to the cultivation of critical reading, writing, and thinking skills, three goals guide the course. The goals are for students to 1) develop nuanced understandings of the history and varieties of nationalism, 2) analyze the relationships between concepts of nationality, ethnicity, race, patriotism, and self-determination, and 3) assess nationalism in relation to alternative forms of collective identity and political organization. Texts will include "classics" of nationalism studies, scholarship on specific national movements, primary source material, and public commentary on current political trends.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

#### **POLS B205 European Politics: Between Unification and Dissolution**

Not offered 2020-21

This course introduces students to some of the major political issues in contemporary Europe as well as the political institutions and coalitions that influence policymaking capacity at national and European levels. Our focus is on the forces, both internal and external to Europe, that produce cross-cutting pressures toward European unification and dissolution of the European experiment. Issues may include immigration and refugee policy, health care, defense and security, energy and climate, economic and industrial policy.

Cross-Cultural Analysis (CC)

#### **POLS B219 Comparative Field Seminar: Politics of Developing Countries**

Fall 2020

Some 80% of the world's population resides in the "developing world," also known as the Global South or the Third World. The great diversity among developing countries argues against lumping them together into a single category, and yet the political and economic challenges they face, and the way they have been integrated into the world system--and the discipline of political science--suggests that it might be possible, and possibly fruitful, to study them together. In this course, we will do just that, looking at the many issues they share in common,

from widespread poverty and vulnerability to the international economy to post-colonial states grappling with issues of autonomy, sovereignty, authority, and accountability. While we may very well discover that the concepts of the “developing world” and “the politics of the developing world” have problematic aspects, we will have reached such a conclusion as the result of critical engagement with the political and economic realities of those parts of the world of which most of us have hitherto remained ignorant.

Critical Interpretation (CI)  
Counts toward International Studies

### **POLS B220 Topics in Constitutional Law and Theory**

Not offered 2020-21

Through a reading of (mostly) Supreme Court cases and other materials, this course takes up some central theoretical questions concerning the role of constitutional principles and constitutional review in mediating the relationship between public and private power.

Critical Interpretation (CI)

### **POLS B222 Environmental Issues: Movements and Policy Making in Comparative Perspective**

Not offered 2020-21

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Cross-Cultural Analysis (CC)  
Counts toward Environmental Studies

### **POLS B224 Comparative Political Phil: China, Greece, and the “West”**

Spring 2021

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern “West” and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Cross-Cultural Analysis (CC)  
Critical Interpretation (CI)  
Counts toward International Studies

### **POLS B227 Field Seminar in Comparative Politics**

Not offered 2020-21

This seminar introduces the intellectual history of comparative politics, and explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures,

institutions, and behaviors of a number of countries around the world. Key questions we will discuss include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way that countries behave in the international arena? By the end of this course, students will be equipped to answer these questions, and prepared for further study in political science. Freshman may not take this course and can take POLS B131. If you took POLS 131 in 2014 or 2015, you may not take this course.

Critical Interpretation (CI)  
Counts toward International Studies

### **POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

Fall 2020

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods.

Critical Interpretation (CI)

### **POLS B231 Introduction to Political Philosophy: Modern**

Not offered 2020-21

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 Locke, J.S. Mill, Hegel, Marx, Nietzsche and others.

Critical Interpretation (CI)

### **POLS B241 The Politics of International Law and Institutions**

Fall 2020

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 B141

Critical Interpretation (CI)  
Counts toward International Studies

### **POLS B243 African and Caribbean Perspectives in World Politics**

Not offered 2020-21

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141 or 1 course in African or Latin American history.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies

### **POLS B245 Philosophy of Law**

Fall 2020

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the

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character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Critical Interpretation (CI)

### **POLS B249 Politics of Economic Development**

Not offered 2020-21

How do we explain the variations of political and economic systems in the world? What is the relationship between the state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Critical Interpretation (CI)

### **POLS B251 Democracy, Politics and the Media**

Fall 2020

The last election cycle has seen political candidates using various media to interact with voters, to persuade them to vote to one candidate or dissuade them from voting for another. From printed targeted advertising, to TV ads, social media posts, political satire, televised debates, and automated calls, media have been a key component in both parties' campaign strategy. This relationship between the media and the political arena, however, is not a new phenomenon, and the field of political communication has been exploring it for nearly a century, drawing on various fields from political science and psychology to computer science, sociology and more. This course is aimed at introducing students to this rich area of research, providing an overview of the various facets of the discipline, from media effects theories such as cognitive dissonance, framing and priming to critical, cultural, and normative theories on the role of the media in modern democracy. Most importantly, class discussions will examine current political issues (such as social protests, foreign affairs coverage, political campaigns, social media and political entertainment) exploring whether these older theories and approaches are still relevant in a media landscape so different (in quantity and quality) from the one in which they were originated - and what can we learn from them about modern political phenomena.

### **POLS B256 Global Politics of Climate Change**

Not offered 2020-21

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change. Only open to students in 360 program.

Cross-Cultural Analysis (CC)

Counts toward Environmental Studies

### **POLS B261 Sovereignty, Identity, and Law**

Fall 2020

What is sovereignty and what does it mean to say that a "people" is sovereign? Is popular sovereignty rule by the "will of the people?" Who is this "people" whose will is sovereign? What are the implications of our answers to these questions for our idea of law? Is law the expression of that pre-existing will, and of something that already exists, called "the people"? Or does law have a role in creating "the people" and its "will"? Drawing on theoretical, historical, and legal texts, this course will explore the idea of sovereignty and popular sovereignty and its relation to law and collective identity. Sophomore Standing. Freshman only with instructor's approval.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **POLS B266 Virtue, Friendship, and Democratic Practice**

Spring 2021

How are you a friend - to yourself and to others - and how does friendship shape identity, society, and politics? This course brings the everydayness of friendship to imaginative and critical inquiry, examining the meaning of friendship, what it demands of us, and what kind of politics might emerge through practices of friendship. It seeks to prove the value of friendship for philosophical and political thinking while also pursuing friendship at the level of pedagogy and discipline. Bringing together classical texts as well as religious / theological texts and contemporary political theory, this course will bridge the instructors' two disciplines of Religious Studies and Political Science. Readings will include Aristotle and Aquinas; feminist theorists of friendship and accountability such as Sara Ahmed and Judith Butler; and contemporary political theorists of identity and race such as Danielle Allen and Leela Gandhi. Writing projects will pursue practices of friendship through collaboration, call and response, and affective encounters.

Critical Interpretation (CI)

### **POLS B272 The Power of the People: Democratic Revolutions**

Not offered 2020-21

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what

democracy might mean, what conditions it requires, and what “best practices” citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Course does not meet an Approach

### **POLS B283 Middle East Politics**

Fall 2020

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. Prerequisite: Any Intro level Political Science course.

Cross-Cultural Analysis (CC)

Counts toward Middle Eastern Studies

### **POLS B290 Power and Resistance**

Not offered 2020-21

What more is there to politics than power? What is the force of the “political” for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

### **POLS B310 Comparative Public Policy**

Not offered 2020-21

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. Writing attentive. Prerequisite: One course in Political Science or public policy.

Course does not meet an Approach

Counts toward Environmental Studies

Counts toward Health Studies

### **POLS B320 Topics in Greek Political Philosophy**

Not offered 2020-21

This is a topics course, course content varies. Past topics include: Aristotle’s Nicomachean Ethics and Politics and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

### **POLS B326 Comparative Environmental Politics in East and Southeast Asia**

Not offered 2020-21

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es-- Economic growth, Environment protection, and Energy security-- as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems - and solutions - are often shaped by political context and interweaved into varying actors’ perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues? Prerequisite: Junior standing or higher, previous courses in social science, humanities, area studies or relevant experiences are required. This course meets writing intensive requirement.

Counts toward East Asian Languages and Cultures

### **POLS B327 Political Philosophy in the 20th Century**

Not offered 2020-21

A study of 20th- and 21st-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical liberalism. Authors read include Hannah Arendt, Michel Foucault, Jurgen Habermas, and John Rawls. Topics include the relationship of individual rationality and political authority, cosmopolitanism, the “crisis of modernity,” and the debate concerning contemporary democratic citizenship. Prerequisite: Two courses in text-based political philosophy or political theory, or consent of the instructor.

### **POLS B334 Three Faces of Chinese Power: Money, Might, and Minds**

Not offered 2020-21

China’s extraordinary growth for the past 30 years has confirmed the power of free markets, while simultaneously challenging our thoughts on the foundations and limits of the market economy. Moreover, China’s ever-increasing economic freedom and prosperity have been accompanied by only limited steps toward greater political freedom and political liberalization, running counter to one of the most consistent

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patterns of political economic development in recent history. This course examines China's unique economic and political development path, and the opportunities and challenges it accompanies. This course has three aims: 1) to facilitate an in-depth understanding of the political and economic development with Chinese characteristics, 2) to conduct a comprehensive analysis of three dimensions of Chinese economic, political and cultural power, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary developmental path. This is a senior seminar. Prerequisite: two courses either in Political Science or East Asian Languages and Culture. Junior or Senior Standing required.

### **POLS B339 Bureaucracy & Democracy in America**

Fall 2020

In an era of political gridlock in Washington, an increasing amount of policymaking authority is being delegated to the federal bureaucracy. The federal bureaucracy has thus become a highly contested site in the struggle for power between and among the branches of U.S. government - each of which wants to shape its policy, personnel and actions. It has also become the primary site where debates about the appropriate roles of expertise, politics and democracy occur. This seminar will provide an in-depth examination of the federal bureaucracy and its role in our democratic political system with particular emphasis on examining its central location in the ongoing struggle for power between the Constitutional branches of the federal government.

Counts toward Environmental Studies

### **POLS B350 Equalities and Inequalities in Politics and Society**

Not offered 2020-21

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Counts toward Africana Studies

### **POLS B354 Comparative Social Movements: Power and Mobilization**

Not offered 2020-21

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Counts toward Environmental Studies

### **POLS B360 Islam and Politics**

Spring 2021

This course locates and explores the politics of Islam in the politics of interpretation, taking into account texts both literal and social. More broadly, this course will consider evolving approaches to culture, religion, and ideology in political science, exploring not just the effect of Islam on politics but also the ways in which politics have shaped the Islamic tradition over time. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Prerequisite: POLS B283 or instructor consent.

Counts toward Middle Eastern Studies

### **POLS B367 China and the World: Implications of China's Rise**

Not offered 2020-21

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth. This is a senior seminar, and a previous course in comparative politics, international relations or East Asian studies is required. Writing Intensive. Prerequisite: junior or senior.

### **POLS B371 Topics in Political Philosophy**

Section 001 (Fall 2020): Anti-Political Theory

Fall 2020

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. Prerequisite: At least one course in political theory or philosophy or consent of instructor.

Current topic description: I'm here to announce that the

formation of a new political party," Fred Moten begins his essay "Air Shaft, Rent Party." "This party is new because it's not political. This is the new political party to end all political parties." This course seeks to convene a study group for the anti-political party. Following Moten's lead, we will take our orientation from the jazz tradition, locating "study" in Black study and to "think[ing] study through jazz," as Stefano Harney has put it, with the work of Moten, Fumi Okiji on Adorno's critique of jazz, and Angela Davis on the blues tradition. Then we will turn to a series of European thinkers - Agamben and Rancière chief among them - who have developed theories of the abundance of the ignorant and "inappropriate" in ways that parallel Black Studies' "study." Drawing these two traditions of study together (in frictive tension), we will close by examining the social and anti-political dimensions of study with Harney and Moten as well as the writings of Grace Lee and James Boggs, Myles Horton, Paulo Friere, and Ella Baker.

### **POLS B372 Comparative Democratic Institutions**

Not offered 2020-21

This is an advanced seminar covering issues of regime stasis and change. Particular attention will be paid to processes of democratic collapse and authoritarianization. Writing Intensive. Counts as a 300-level thesis prep course for Political Science Seniors. Prerequisite: POLS 131, Introduction to Comparative Politics or instructor consent.

### **POLS B374 Education Politics & Policy in the US**

Not offered 2020-21

Studying education politics and policy provides insights into some central concerns of political science and highlights some tensions within the American political system such as: power & influence, government v markets, federalism, equity & accountability, and expertise & citizen participation. This seminar uses education politics as a window into these broader concerns

Counts toward Child and Family Studies

### **POLS B376 Constitutionalism and Interstate Orders**

Spring 2021

This is an upper level seminar course that explores the structural contexts of international economic and strategic power distributions, and the institutional and doctrinal heritages, that shape discourses of legitimacy and procedure in world society. What makes states, firms, non-governmental institutions, and other transnational actors obey, challenge, or subvert international law, whose discourses serve as the normative bases of legitimacy, what legal cultures shape how rules are made, changed and adjudicated? These are some of the salient questions explored in this 300 level course. Notions of constitutionalism and order from different traditions will be critically examined. Prerequisite: Politics of International Law and Institutions, or equivalent from Haverford, Swarthmore, Penn, or transfer.

Counts toward International Studies

### **POLS B381 Nietzsche**

Not offered 2020-21

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the

course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

### **POLS B391 International Political Economy**

Fall 2020

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. This course is open to all students who have the prerequisites. Prerequisite: One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Counts toward International Studies

### **POLS B399 Senior Essay**

### **POLS B403 Supervised Work**

### **POLS B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts toward Praxis Program

### **ANTH B329 The politics of belonging and exclusion in India**

Fall 2020

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. This course fulfills the BMC Anthropology major/minor ethnographic area requirement.

Course does not meet an Approach

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### **ARCH B244 Great Empires of the Ancient Near East**

Not offered 2020-21

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.:

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New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Middle Eastern Studies

### **ECON B385 Democracy and Development**

Fall 2020

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Counts toward International Studies

Counts toward Peace, Justice and Human Rights

### **FREN B223 The Fire Every Time: Cinematic Rebels Across the Atlantic**

Fall 2020

Cinema, as an art form, can be seen as a rebellion against reality. Then again, cinema as mass entertainment with uber-industrial might can yield the most contagious legitimization of power and social norms. Can filmmakers be genuine agents of change and social justice? Do their creations have the power to disrupt the status quo? If so, how are some films designed to subvert systemic normalization and disseminated forms of domination? In this course, we will map out rebellious modern (post WW2) cinema from both sides of the Atlantic. Setting aside chronology and conventional delimitations, we will go back and forth across genres (war film, thriller, ghost story, social realism, drama...) between contemporary and older avatars of cinematic resistance, between documentary and fiction, and between France, the U.S., West Africa and Latin America. We will investigate a series of films that focus on non-compliance and individual resilience in the face of systemic adversity, while sharing a common oppositional ethos applied to different forms of domination/violence: anticolonialism, anti-capitalism, antiracism, as well as ecology, pacifism and a critique of carceral institutions. For each of them, we will study how the style of cinematography is designed not just to support a narrative, but as a counter-language aimed at subverting the conservative grammar codes of the mainstream. This course will be taught in English. Prerequisites: FREN 102 or 105 only for students taking this for French credit with additional hour.

Critical Interpretation (CI)

Counts toward Film Studies

### **HIST B286 Topics in the British Empire**

Not offered 2020-21

This is a topics course covering various "topics" in the study of the British Empire. Course content varies.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **PHIL B225 Global Ethical Issues**

Spring 2021

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Gender and Sexuality Studies

Counts toward International Studies

### **PHIL B238 Science, Technology and the Good Life**

Not offered 2020-21

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Environmental Studies

### **PHIL B240 Environmental Ethics**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)



Counts toward Counts toward Environmental Studies

### PHIL B252 Feminist Theory

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### SOCL B262 Public Opinion

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Counts toward Gender and Sexuality Studies

### SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia

Fall 2020

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts toward Counts toward Education

Counts toward Counts toward Health Studies

## PSYCHOLOGY

Students may complete a major or minor in Psychology. Along with the major, students also have the opportunity to pursue an area of further study such as a minor in Neuroscience, Child and Family Studies, or Health Studies.

### Faculty

William (Dustin) Albert, Assistant Professor of Psychology

Jodie Baird, Visiting Assistant Professor

Kimberly Cassidy, President and Professor of Psychology

Andrew Gargiulo, Bucher Jackson Post-Doctoral Fellow in Psychology

Laura Grafe, Assistant Professor of Psychology

Arianna Orvell, Assistant Professor of Psychology

Heejung Park, Assistant Professor of Psychology

Laurel Peterson, Associate Professor of Psychology (on leave semesters I & II)

Marc Schulz, Chair and Professor of Psychology

Anjali Thapar, Professor of Psychology

Elna Yadin, Lecturer

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: biological, clinical, cognitive, developmental, health, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars and supervised research. Students have found that the major program provides a strong foundation for graduate work in psychology, and related fields such as, law, social work, medicine, public policy, business, education and data science.

### Major Requirements

The major requirements in Psychology are PSYC 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; two half-credit 200-level laboratory courses (courses designated as PSYC 28X), six courses at the 200 and 300 level (at least two 200-level and two 300-level), one semester of Junior Brown Bag, and one Senior Requirement. Majors may elect to fulfill their Senior Requirement with PSYC 399 (Senior Seminar in Psychology) or by completing two semesters of supervised research (PSYC 398 or PSYC 401).

Major Writing Requirement: Majors should complete the writing requirement prior to the start of the senior year. The writing requirement can be met by completing two half-credit 200-level writing intensive laboratory courses or a full credit writing intensive course.

Majors may substitute advance placement credit (score of 5 on the Psychology Advanced Placement exam) for PSYC 105. In general, courses at the 200 level survey major content areas of psychological research. With the exception of PSYC 205, all 200-level courses require PSYC 105 or the permission of the instructor. Courses at the 300 level typically have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas. PSYC 398,

## PSYCHOLOGY

399, and 401 are senior capstone courses and are intended to provide psychology majors with an intensive and integrative culminating experience in psychology.

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, to build a sense of community, and to provide some opportunities for professional and self-development.

### Advising

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses and are approved by the student's major adviser. Students should contact their major adviser about major credit for a course outside the department before taking the course.

### Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.6 or higher at the end of the fall semester of the senior year.

### Haverford College Courses that count toward the Major

Psychology courses offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major (the same is true for psychology courses offered at Swarthmore and the University of Pennsylvania). Specifically, PSYC 100 at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205. Although the half-unit 300-level laboratory courses at Haverford may be substituted for the half-unit 200-level laboratory courses at Bryn Mawr, the Haverford laboratory courses will not count towards the college-wide writing requirement in the major. For all other courses, a student should consult with her major advisor.

### Minor Requirements

A student may minor in Psychology by taking PSYC 105 and PSYC 205 and any other four courses that meet the requirements of the major.

### Minor in Neuroscience

Students majoring in psychology can minor in Neuroscience. The minor comprises six courses: one gateway course (Behavioral Neuroscience BMC PSYC 218, Biological Psychology HC PSYC 217, or Introduction to Neuroscience BMC BIO 202), plus five additional courses. The five courses must sample from three different disciplines and at least one course must be at the 300-level or higher. Additional information for the minor is listed on the Psychology Department's website.

### Minor in Computational Methods

Students majoring in psychology can minor in computational methods. The minor consists of one gateway course (Introduction to Computer Science, CS 110 or CS 205), a course in data structures (CS 206) and discrete mathematics (CS 231), plus three additional courses. Additional information for the minor is listed on the Computer Science Department's website.

### Minor in Child and Family Studies

Students majoring in psychology can minor in Child and Family Studies. The minor comprises six courses: one gateway course (Developmental Psychology PSYC 206, Educational Psychology PSYC 203, Critical Issues in Education EDUC 200, or Study of Gender in Society (SOCL 201), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Additional information for the minor is listed on the Child and Family Studies's website.

### Courses

PSYC B105 Introductory Psychology  
Fall 2020, Spring 2021

How do biological predispositions, life experiences, culture, contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined by studying both "normal" and "abnormal" behaviors in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry. There is a laboratory component of this course that meets 2 hours per week (four evening times, one on Sunday).

Quantitative Readiness Required (QR)  
Scientific Investigation (SI)

#### PSYC B203 Educational Psychology

Fall 2020

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 II opportunity. Classroom observation is required. Prerequisite: PSYC B105 (Introductory Psychology)

Course does not meet an Approach  
Counts toward Child and Family Studies  
Counts toward Praxis Program

#### PSYC B205 Research Methods and Statistics

Fall 2020, Spring 2021

An introduction to research 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, research 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.

Quantitative Methods (QM)  
Scientific Investigation (SI)

**PSYC B208 Social Psychology**

Spring 2021

This course is designed to expose students to the key theories in social psychology and help develop critical thinking skills to ask questions like a social psychologist (e.g., How do we explain behavior? Why do people behave differently toward outgroup vs. ingroup members?). The course will cover social psychology's history and its philosophical perspectives, including classic theories, methodologies, and research of social psychology. Special attention will be given to how these classic theories can be applied to current events, media, and everyday situations. Topics include attribution, emotion, attitudes and rationalization, stereotyping and prejudice, and social influence. Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Course does not meet an Approach

**PSYC B209 Abnormal Psychology**

Not offered 2020-21

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Course does not meet an Approach  
Counts toward Child and Family Studies  
Counts toward Health Studies

**PSYC B211 Lifespan Development**

Fall 2020, Spring 2021

A topical survey of psychological development across the lifespan, 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 and the family as contexts of development; identity and the adolescent transition; adult personality; cognition in late adulthood; and dying with dignity. Prerequisite: PSYC B105 or PSYC H100. Interested students can take this course or PSYC B206, but not both

Course does not meet an Approach  
Counts toward Child and Family Studies

**PSYC B212 Human Cognition**

Fall 2020

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we think. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental

processes that we use every day - from attention and memory to language and problem solving - and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Scientific Investigation (SI)  
Counts toward Neuroscience

**PSYC B218 Behavioral Neuroscience**

Fall 2020

This course will introduce students to the field of behavioral neuroscience. The first part of the course will familiarize students with the brain and neuronal communication. Then, we will delve into brain-behavior relationships. Topics covered will include: sex behavior, hunger, sleep, emotion, and psychopathology. Classic and state-of-the-art neuroscience research methodologies leading to this knowledge will be highlighted. Students will learn course content through lectures, readings, and digital media. To culminate the course, students will write a literature review on a topic of their choosing within the field of behavioral neuroscience. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).

Course does not meet an Approach  
Counts toward Neuroscience

**PSYC B224 Cross-Cultural Psychology**

Spring 2021

Explores human behavior as a product of cultural context. Why are some aspects of human behavior the same across cultures, while others differ? Topics include the relationships between culture and development, cognition, the self, and social behaviors. Discussions include implications of cross-cultural psychology for psychological theory and applications. Prerequisites: ANTH101, PSYCB105, PSYCH100, SOCL102 or permission of instructor

Cross-Cultural Analysis (CC)

**PSYC B231 Health Psychology**

Not offered 2020-21

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100). Students may take either this course or HLTH/PSYC H245 not both.

Course does not meet an Approach  
Counts toward Health Studies  
Counts toward Museum Studies

**PSYC B250 Autism Spectrum Disorders**

Not offered 2020-21

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,

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early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).

Course does not meet an Approach  
Counts toward Child and Family Studies

### **PSYC B282 Laboratory in Cognitive Psychology**

Not offered 2020-21

This laboratory course will provide hands-on experience in designing and conducting research in cognitive psychology, with an emphasis on the study of memory and cognition. Over the semester, students will have the opportunity to develop specific research skills, such as understanding how to design a study appropriate to a research question, collecting data, conducting and interpreting statistical analyses, writing about research, etc. Other goals include practicing and further developing critical thinking skills and communicating research ideas and results both verbally and in writing. Students will be exposed to behavioral and electrophysiological (EEG, ERP) techniques to study memory and cognition. The course will culminate with a final project in which students design and conduct a novel experiment, analyze the data, and prepare an APA style research report. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Prerequisite: Psych 205 (Methods and Statistics); Suggested preparation: Psych 212 (Human Cognition) is helpful, but not required.

Scientific Investigation (SI)

### **PSYC B283 Laboratory in Developmental Psychology**

Section 001 (Fall 2019): Early Childhood

Section 001 (Spring 2020): Early Childhood

Section 001 (Fall 2020): Early Childhood

Section 001 (Spring 2021): Early Childhood

Section 002 (Spring 2020): Adolescence

Section 002 (Fall 2020): Adolescence

Fall 2020, Spring 2021

This laboratory course is designed to provide students with hands-on exposure to the principles and practices that guide scientific research on human psychological development. Topics will vary by section, and students can take both sections of PSYC 283 (Early Childhood; Adolescence) for credit toward meeting the lab requirement in the major. This course is writing intensive and, as a 0.5 unit class, is designed to meet half of the writing requirement in the major. This is a 0.5 unit course that meets for the full semester. Prerequisite: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 206 (Developmental Psychology) or Psychology 211 (Lifespan Development) is helpful, but not required.

Current topic description: In this course we will examine the crucial steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, ensuring measurement reliability and validity, collecting and analyzing data, and communicating results. In this section of the course, special attention will be given to the research topics and methodological approaches important to the study of early childhood development, with an

emphasis on children's social cognition. Through lab activities, group projects, and direct interaction with child participants, students will gain specific exposure to the use of psychological research methods to examine developmental questions.

Current topic description: In this course we will examine the crucial steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, ensuring measurement reliability and validity, collecting and analyzing data, and communicating results. In this section of the course, special attention will be given to the research topics and methodological approaches important to the study of adolescent self-regulation and decision-making. Through lab activities and group projects, students will gain specific exposure to the use of reproducible research methods to examine developmental question.

Current topic description: In this course we will examine the crucial steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, ensuring measurement reliability and validity, collecting and analyzing data, and communicating results. In this section of the course, special attention will be given to the research topics and methodological approaches important to the study of early childhood development, with an emphasis on children's social cognition. Through lab activities, group projects, and direct interaction with child participants, students will gain specific exposure to the use of psychological research methods to examine developmental questions.

Scientific Investigation (SI)

### **PSYC B284 Lab in Health Psychology**

Not offered 2020-21

This laboratory/writing intensive/scientific inquiry quarter course will provide a hands-on experience conducting health psychology research and writing APA-style manuscripts. Students will be exposed to various aspects of the scientific process such as: literature reviews, hypothesis-generation, data collection, analysis, writing (drafting and polishing), peer-reviewing, and oral dissemination of scientific findings. The course will focus on biopsychosocial theory and challenge students to apply the theory to their own research project(s) and write papers on the results. This is a 0.5 unit course that meets for the first quarter of the semester. Prerequisite: PSYC B205.

Scientific Investigation (SI)

### **PSYC B285 Laboratory in Cultural Psychology**

Fall 2020

This writing-intensive laboratory course will provide students an opportunity to learn the entire process of psychological research in a small scale. Students will formulate research questions within the area of cultural psychology, review the relevant literature, collect, code, and analyze data, and produce APA-style manuscripts. This lab course will expose students to qualitative, quantitative, and mixed-method approaches to investigating research questions in cultural psychology. Prerequisites: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 224 (Cross Cultural Psychology) is helpful, but not required.

Scientific Investigation (SI)

**PSYC B286 Laboratory in Behavioral Neuroscience**

Spring 2021

This writing-intensive laboratory course will provide students with experience in the design, implementation, analysis, and presentation of behavioral neuroscience research. Students will partake in experiments that explore the relationship between the brain and behavior, using Sprague Dawley rats as a model organism. Students should expect to write research reports on experiments performed in the lab, as well as give an oral presentation on research conducted. Prerequisites: Psyc105 (Introductory Psychology), Psyc205 (Research Methods and Statistics); Suggested Preparation: Psyc218 (Behavioral Neuroscience)

Scientific Investigation (SI)

**PSYC B288 Laboratory in Social Psychology**

Spring 2021

This writing-intensive laboratory course will offer experience in conducting psychological research in the area of social psychology. The course involves coming up with a research question relevant to social psychology, conducting a literature review, designing and conducting research (identifying correct research method), statistical analysis (measurement and reliability, identifying and running the appropriate statistical test), interpretation of results and writing up an APA-style manuscript of a journal article in psychology. This is a 0.5 unit course that meets for the full semester. Prerequisites: PSYC 205 (Methods and Statistics); Suggested Preparation: PSYC208 (Social Psychology) helpful, but not required.

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

**PSYC B289 Laboratory in Clinical Psychology**

Not offered 2020-21

At its core, this laboratory course is designed to explore how it is that psychologists come to know (or think they know) things and how they communicate what they think they know. The class focuses on the scientific principles and practices underlying research in psychology with an emphasis on techniques and topics important to the subfield of clinical psychology. This course is intended to provide hands-on training in how to conduct research. Through lab activities and class projects, students will learn about important methodological issues and steps in the research process including how to identify important questions, measurement issues such as reliability and validity, different modes of data collection, and how to collect, analyze, and interpret data. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Prerequisite: Psych 205 (Methods and Statistics); Suggested preparation: Psych 209 (Abnormal Psychology) is helpful, but not required.

Quantitative Readiness Required (QR)

Scientific Investigation (SI)

**PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how

various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Counts toward Child and Family Studies

Counts toward Gender and Sexuality Studies

Counts toward Health Studies

**PSYC B311 Personality and Social Contexts**

Not offered 2020-21

This course will explore how individual differences can explain variability in behavior and how individuals can also vary based on the social context. That is, we will examine how people behave across and within social contexts. The course will cover a variety of social psychological topics, such as motivation, prejudice and discrimination, and identity, and will be asking questions such as "Are there certain types of people who are more susceptible to stereotype threat?" and "In which situations are stereotype threat more or less likely to occur for men than women?"

Course does not meet an Approach

**PSYC B312 History of Modern American Psychology**

Not offered 2020-21

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social, and clinical psychology; and the cognitive revolution. Prerequisite: any 200-level survey course.

**PSYC B314 Advanced Data Science: Regression & Multivariate Statistics**

Fall 2020

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. The last part of each class will be reserved for lab time to apply lessons from class to an assignment due

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the following week. Students are welcome to stay beyond the noon ending time to complete the assignment. Prerequisites: Required: PSYC Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class.

Counts toward Health Studies

### **PSYC B315 Stress Neuroscience**

Spring 2021

This course will examine the neural mechanisms underlying physiological and emotional responses to stress. Topics to be covered include anxiety disorders, depression and other mood disorders, the differential effects of stress on males and females, the physiological effects of stress on the immune system and feeding behavior, the effects of maternal stress on offspring as well as strategies to mitigate the effects of stress. Students will also be exposed to primary literature on these topics and expected to present these articles in a journal club format. Suggested preparation: PSYCB218 (Behavioral Neuroscience) or equivalent.

Course does not meet an Approach  
Counts toward Neuroscience

### **PSYC B316 Advanced Topics in Neuroscience: Drugs of Abuse**

Not offered 2020-21

This is a seminar course examining the neuroscience of common drugs of abuse including psychostimulants, opiates/opioids, nicotine, alcohol, and marijuana. The goal of the course is to explore progress in psychopharmacological research, while also discussing the societal ramifications of addiction. We will also discuss these drugs of abuse in the context of the environmental factors that influence vulnerability to them. We will examine concepts such as the importance of age on drug abuse, and how the developing brain may be vulnerable to addiction. The plan is to draw on relevant literature in order to investigate these topics and explore the implications for human addicts.

Counts toward Health Studies  
Counts toward Neuroscience

### **PSYC B317 Psychology of Diversity and Intergroup Relations**

Not offered 2020-21

This seminar based course covers a specialized topic in social psychology. "Diversity" as concept is often used in its singularity (e.g., a diverse institution), but the study of diversity can take multiple approaches such as, the diversity in diversity, benefits of diversity, unconscious bias, individual differences shaping perspectives, multiculturalism ideology, and inequality and equity. The course will explore the growing literature on the study of diversity with research taken from social psychology and higher education.

Course does not meet an Approach

### **PSYC B318 Data Science with R**

Not offered 2020-21

This course provides a broad introduction to the field of data science via the statistical programming language, R. The course focuses on using computational methods and statistical techniques to analyze massive amounts of data and to extract knowledge. It provides an overview of tools for data acquisition and cleaning, data manipulation, data analysis and evaluation, visualization and communication of results, data management and big data systems. The course surveys the complete data science process from data to knowledge and gives students hands-on experience with tools and methods. Prerequisites: PSYC B205, PSYC H200, or SOCL B265. Students with good statistical preparation in math or other disciplines should consult with the instructor to gain permission to take the class.

Quantitative Readiness Required (QR)  
Counts toward Neuroscience

### **PSYC B323 Advanced Topics in Cognitive Neuroscience**

Section 001 (Fall 2020): Perceptual Disorders and the Broken Mind

Fall 2020

This is a topics course. Course content varies.

Current topic description: Perceptual Disorders and the Broken Mind: This seminar style course is designed to introduce students to the principles by which we perceive the world around us. Spanning perceptual psychology and sensory neuroscience, students will learn about and discuss how we process and attend to our senses, detecting meaningful features like faces, moving objects, or speech out of countless, seemingly irrelevant details. We will explore how damage to any of these systems may alter or manipulate these processes, resulting in unusual and surprising symptoms. We will also discuss how prior knowledge and emotion can shape our perception of the world around us.

Counts toward Neuroscience

### **PSYC B325 Judgment and Decision-Making**

Not offered 2020-21

This course will explore the psychology of reasoning and decision-making processes in depth. We will examine affective, cognitive, and motivational processes, as well as recent research in neuroscience. Among other topics, we will discuss notions of rationality and irrationality, accuracy, heuristics, biases, metacognition, evaluation, risk perception, and moral judgment. Prerequisites: ECONB136, ECONH203, PSYCB205 or PSYCH200, and PSYCB212, PSYCH260 or permission of instructor.

### **PSYC B327 Adolescent Development**

Not offered 2020-21

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in

the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or permission or instructor. PSYC B205 is recommended.

Counts toward Health Studies

### **PSYC B329 Obesity: Psychology, Physiology, and Health**

Not offered 2020-21

An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic. Prerequisites: PSYC B105 or PSYC H100 or PSYC AP Score 5.

Course does not meet an Approach

Counts toward Child and Family Studies

### **PSYC B330 Reproducible Research in Psychology**

Spring 2021

How do we know what we know and what we don't know in empirical science? Can we trust the peer review process to filter out invalid claims and identify the claims with enough evidentiary support to merit inclusion in The Literature? This course has two primary aims. The first is to introduce students to the recent history and major conclusions of the "Open Science" reform movement in psychology and related sciences. Students will learn about the structural and methodological factors that are potentially responsible for the high proportion of false positive findings in psychology. The second aim is to introduce modern best practices in research design and statistical computing, which prioritize error control, transparency, and reproducibility. The course will provide a very gentle introduction to the R programming language, which students will use to produce a simple but fully reproducible statistical analysis in the format of a scientific report. Prerequisites: PSYC B205 or PSYC H200 or similar introduction to Research Methods and Statistics.

Quantitative Readiness Required (QR)

Counts toward Introduction to Data Science

### **PSYC B331 Health Behavior and Context**

Not offered 2020-21

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts toward Health Studies

### **PSYC B351 Developmental Psychopathology**

Not offered 2020-21

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209.

Counts toward Child and Family Studies

Counts toward Health Studies

Counts toward Neuroscience

### **PSYC B353 Advanced Topics in Clinical Psychology**

Section 001 (Spring 2020): Anxiety Disorders: Clinical & Therapeutic Aspects

Fall 2020

This course provides an in-depth examination of research and theory in a particular area of clinical psychology. Topics will vary from year to year.

Current topic description: This advanced seminar will focus on the clinical and therapeutic aspects of the cluster of disorders including anxiety disorders, OCD and related disorders, and trauma and stressor related disorders, which are among the most common and functionally debilitating presentations across the lifespan. The class will incorporate student PowerPoint presentations, readings of published relevant papers, video illustrations, and class discussion.

### **PSYC B354 Asian American Psychology**

Spring 2021

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended.

### **PSYC B375 Movies and Madness: Abnormal Psychology Through Films**

Not offered 2020-21

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in

## PSYCHOLOGY

the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.

Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Film Studies

### **PSYC B395 Psychopharmacology**

Spring 2021

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts toward Health Studies  
Counts toward Neuroscience

### **PSYC B399 Senior Seminar**

This seminar is intended to serve as a capstone experience for senior psychology majors who have opted not to do a senior thesis. The focus of the seminar will be on analyzing the nature of public discourse (coverage in newspapers, magazines, on the internet) on a variety of major issues, identifying material in the psychological research literature relating to these issues, and to the extent possible relating the public discourse to the research.

### **PSYC B400 Senior Thesis**

Senior psychology majors who are doing a thesis should register for Senior Thesis (PSYC B400) with their adviser for both the Fall and Spring semester. Students will receive one unit per semester. Prerequisite: Psychology major.

### **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.

### **PSYC B420 Praxis Fieldwork Seminar - Psychology in Practice: Community-Based Learning**

This is a 1-credit seminar to accompany 8-10 hours of weekly praxis placement in a psychology-related field site. This praxis course is distinguished by genuine collaboration with field site organizations and by dynamic interaction between fieldwork and classroom learning. In the field, students will apply knowledge gained from the classroom; in the classroom, students will reflect on practical lessons learned in the field. Placements will be determined based on individual student interest and may include research, educational, clinical, and advocacy settings - any kind of setting where psychologists work. Seminar readings will focus on core issues in the field of psychology including research methods, ethics, diversity, and

the application of both theoretical and empirical perspectives to practice.

Counts toward Praxis Program

### **PSYC B499 Junior Brown Bag**

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

### **PSYC B701 Supervised Work**

Not offered 2020-21

Religion

### **BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts toward Counts toward Neuroscience

### **DSCI B100 Introduction to Data Science**

Fall 2020

"Data science" is a catch-all term used to describe the practice of working with and analyzing messy data sources to draw meaningful conclusions. This course provides a broad introduction to the field of data science via the statistical programming language, R. Over the semester, students will learn how to manipulate, manage, summarize and visualize large data sets. No previous exposure to programming or statistics is expected.

Course does not meet an Approach  
Quantitative Readiness Required (QR)  
Counts toward Counts toward Neuroscience



## RELIGION

### Faculty

Molly Farneth, Assistant Professor of Religion

Pika Ghosh, Visiting Associate Professor of Religion

Guangtian Ha, Assistant Professor of Religion

Naomi Koltun-Fromm, Professor of Religion

Ken Koltun-Fromm, Robert and Constance MacCrate Professor of Social Responsibility and Professor of Religion; Director of HCAH

Anne McGuire, The Kies Family Professor of Humanities; Associate Professor and Chair of Religion

Terrance Wiley, Assistant Professor of Religion and Coordinator of African and Africana Studies

#### Affiliated Faculty

Anna-Alexandra Fodde-Reguer, Visiting Assistant Professor of East Asian Languages and Cultures

Hank Glassman, The Janet and Henry Richotte 1985 Professor of Asian Studies; Associate Professor of East Asian Languages and Cultures

David Harrington Watt, Douglas & Dorothy Steere Professor of Quaker Studies

Maud McInerney, The Laurie Ann Levin Professor of Comparative Literature; Associate Professor of English; Chair of Comparative Literature

Zolani Ngwane, Associate Professor and Chair of Anthropology

Hannah Silverblank, Visiting Assistant Professor of Classics

A central mission of the Religion Department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas, and practices that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the sacred texts, images, beliefs, and performances of various religions, including Judaism, Christianity, Islam, and Buddhism. The department's programs are designed to help students understand how religions develop and change and how religious texts, symbols, and rituals help constitute communities and cultures. Thus, the major in religion seeks to help students develop a coherent set of academic skills in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences.

### Learning Goals

The Haverford religion major is unique in that it provides students with a comprehensive curriculum that includes carefully designed areas of concentrations, specialized coursework, supervised research, a lengthy written research product, and a departmental oral conversation with the entire department as the minimum requirements for fulfilling the major. Through coursework, senior thesis research, and the Senior Colloquium with the Swarthmore Religion Department, the department seeks to fulfill the following learning goals:

- Expose students to the central ideas, debates, scholars,

methods, historiography, and approaches to the academic study of religion.

- Analyze key terms and categories in the study of religion, and utilize the diverse vocabularies deployed among a range of scholars in religion and related fields.
- Develop critical thinking, analytical writing, and sustained engagement in theory and method, together with the critical competence to engage sacred texts, images, ideas and practices.
- Cultivate the learning environment as an integrative and collaborative process.
- Expand intellectual opportunities for students to broaden and critically assess their worldviews.
- Encourage students to supplement their work in religion with elective languages (Arabic, Chinese, German, Greek, Hebrew, Hindi/Urdu, Japanese, Latin, Sanskrit, Yoruba).
- Foster interdisciplinary methods and perspectives in the study of religion, while continuing to model this through the curriculum.
- Prepare students for professional careers, for graduate studies in religion or related fields, and for leadership roles as reflective, critically-aware human beings.

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.

### Major Requirements

The major in religion is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences. The major consists of 11 courses with the following requirements:

- Five courses within an area of concentration: each major is expected to fashion a coherent major program focused around work in one of three designated areas of concentration:
  - **Religious Traditions in Cultural Context.** The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
  - **Religion, Literature, and Representation.** The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
  - **Religion, Ethics, and Society.** The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

The five courses within the area of concentration must include at least one department seminar at the 300 level.

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Where appropriate and relevant to the major's program, up to two courses for the major may be drawn from outside the field of religion, subject to departmental approval.

- RELG H299 (Theoretical Perspectives in the Study of Religion).
- RELG H398A and RELG H399B, a two- semester senior seminar and thesis program.
- Three additional half-year courses drawn from outside the major's area of concentration.
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Major Worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

At least six of each major's 11 courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

Final evaluation of the major program will consist of written work, including a thesis, and an oral, conversation completed in the context of the Senior Seminar (RELG H398A and 399B).

Advising for the major takes place in individual meetings between majors and faculty advisors and in a departmental Junior Colloquium held once each semester. At this colloquium, junior majors will present their proposed programs of study with particular attention to their work in the area of concentration. All majors should fill out and bring the Religion Major Worksheet, which can be found on the Religion Department website, to the colloquium.

### Senior Project

The senior thesis research project in the Department of Religion serves as a capstone experience for our majors. The work of RELG H398A and RELG H399B, the required courses related to the senior research project in religion, consists of five stages: the formulation of a thesis proposal; presentation of the proposal; presentation of a portion of work in progress; the writing and submission of first and final drafts; oral discussion with department faculty.

#### Senior Project Learning Goals

The goals of the senior thesis process are to:

- further develop research skills and obtain a mastery of academic citation practices.
- provide students with an opportunity to pursue original research questions and to sharpen scholarly interests as one masters a particular field/argument.
- enhance written and verbal analysis through participation in the yearlong senior seminar with department faculty and students, weekly meetings with individual advisors, and the final
- oral presentation of the thesis to the department.
- nurture group cohesion as a department, through collaborative participation with fellow majors during the course of RELG H398A and RELG H399B, concretely expressed by way of critical feedback to shared writing.
- build student confidence in the ability to see to fruition a

rigorous project requiring prolonged periods of thought, writing, revising, and research.

#### Senior Project Assessment

You will receive a regular course grade for RELG H399B, which will appear on your transcript. This overall grade is comprised of three separate grades that evaluate:

- Your participation in the seminar process outlined above.
  - Participation in the seminar means: punctual attendance at all seminar events; careful preparation, especially the reading of your colleagues' work in progress; and regular meetings with your advisor and submission of writing, according to the schedule mutually agreed upon.
- The quality of your thesis.
- Your thesis will be read by all members of the department, who will mutually agree upon a grade for the written thesis. This grade will be factored into your final grade for the seminar.
- The effectiveness of your oral exam.
  - The effectiveness of your oral discussion will be factored into the final grade for the thesis and for the seminar as a whole. All members of the department will participate in your oral discussion, but your advisor will not participate in the process of the final evaluation and grading of your work.

### Requirements for Honors

The department awards honors and high honors in religion on the basis of the quality of work in the major and on the completed thesis.

### Minor Requirements

The minor in religion, like the major, is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences. The minor consists of six courses with the following requirements:

- Five courses within an area of concentration, with at least one at the 300 level:
  - **Religious Traditions in Cultural Context.** The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
  - **Religion, Literature, and Representation.** The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
  - **Religion, Ethics, and Society.** The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.
- RELG H299 (Theoretical Perspectives in the Study of Religion).

- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Minor Worksheet, available on the Religion Department website, in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

All six courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the minor requirements. Such petitions must be presented to the department for approval in advance.

## Study Abroad

Students planning to study abroad must construct their programs in advance with the department. Students seeking religion credit for abroad courses must write a formal petition to the department upon their return and submit all relevant course materials. We advise students to petition courses that are within the designated area of concentration.

## Courses

### RELG H104 Religion and Social Ethics

Division: Humanities

This course focuses on sexual ethics as an analytical lens to think through contemporary issues of race, gender, and class. Students will analyze Christian and Jewish approaches to sexuality, and question how social regulations of sexuality are often connected to intersectional issues of religion, race, and gender.

### RELG H105 Food & Religion

Division: Humanities

An exploration of the role of food in religious beliefs and practices. Topics include the role of food in religious rituals, the connection between religious foodways and religious identities, and the ethics of food production and consumption.

### RELG H106 The Sense and Senses of Islam

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

### RELG H107 Vocabularies of Islam

Division: Humanities

Provides students with an introduction to the foundational concepts of Islam, its religious institutions, and the diverse ways in which Muslims understand and practice their religion. We explore the vocabularies surrounding core issues of scripture, prophethood, law, ritual, theology, mysticism, literature, and art from the early period to the present.

### RELG H110 Sacred Texts and Religious Traditions

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.

### RELG H114 The History of Daoism in China: Religions, Magic, Medicine

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

General introduction to the history and development of Daoism in China, including: philosophical beginnings, religious transformations, and the relationship to magic and medicine.

### RELG H122 Introduction to the New Testament

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### RELG H124 Introduction to Christian Thought

Division: Humanities

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.

### RELG H150 South Asian Religious Cultures

Division: Humanities

Domain(s): B: Analysis of the Social World

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism, Islam, and Sikhism in South Asia.

### RELG H155 Themes in the Anthropology of Religion: Ritual

Division: Social Science

Domain(s): B: Analysis of the Social World

What is it that rituals actually do? Are they enactments (affirmations) of collective ideals or are they arguments about these? Are they media for political action or are they expressions of teleological phenomena? The course is a comparative study of ritual and its place in religious practice and political argumentation. Concrete case studies will include an initiation ritual in South Africa, the Communion Sacrament in Christianity, a Holocaust commemorative site in Auschwitz, and the cult of spirit-possession in Niger. Cross-listed: Anthropology, Religion

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### **RELG H186 Reinventing Quakerism: Haverford College, Rufus Jones, and the Invention of Liberal Quakerism**

Division: First Year Writing

Quakerism isn't stable. It varies from place to place and from generation to generation. There is a real sense in which Orthodox Quakerism (the form of Quakerism that is most closely connected to Haverford College) was reinvented in the late nineteenth and early twentieth centuries. Students in this course will examine some of the changes that Orthodox Quakerism underwent between the 1860s and the 1940s by analyzing the life and thought of Rufus Jones (1863-1948). Jones is the most famous Quaker ever to teach at Haverford and one of the most influential scholars ever produced by the Religious Society of Friends. Open only to first-year students as assigned by the Director of College Writing.

### **RELG H201 Introduction to Buddhism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

### **RELG H202 The End of the World As We Know It**

Division: Humanities

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.

### **RELG H203 The Hebrew Bible and Its Interpretations**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them. We will also study how ancient biblical narratives can be reworked in modern film.

### **RELG H208 Poetics of Religious Experience in South Asia**

Division: Humanities

Domain(s): B: Analysis of the Social World

An examination of the aesthetics of epic poetry, drama, song, dance, architecture, sculpture, landscape and painting from South Asian religious traditions. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique.

### **RELG H209 Classical Mythology**

Division: Humanities

An introduction to the primary characters and stories of Greek

and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion

### **RELG H212 Jerusalem: City, History, and Representation**

Division: Humanities

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.

### **RELG H221 Women and Gender in Early Christianity**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### **RELG H222 Gnosticism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### **RELG H223 Body, Sexuality and Christianity**

Division: Humanities

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed.

### **RELG H224 Indigenizing Islam Transnationally: Race, Gender, Ethnicity**

Division: Humanities

Domain(s): B: Analysis of the Social World

This course introduces students to the myriad arguments and controversies surrounding the "indigenization" of Islam in different non-Muslim societies around the world. The main areas of focus will be Europe (primarily the UK and France), the US, and China.

### **RELG H230 Religion and Black Freedom Struggle**

Division: Humanities

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots

of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.

### **RELG H242 Topics in Religion and Intellectual History: The Religious Writings of James Baldwin**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An investigation of various traditions of the black religious experience from slavery to the present. Religious traditions examined within the course may include slave religion, black Christianity, Gullah religion, Santeria and Islam. The relationship of these religious traditions to American social history as well as how they adapted over space and time will also be explored.

### **RELG H254 Rap and Religion: Rhymes about God and the Good**

Division: Humanities

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, Lauryn Hill, and Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time.

### **RELG H256 Zen Thought, Zen Culture, Zen History**

Division: Humanities

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

### **RELG H257 Yoga: Art, Text and Practice**

Division: Humanities

Domain(s): B: Analysis of the Social World

This course investigates the range of meanings attributed to the term yoga over two thousand years and across multiple geographical and cultural communities. These include exploring relationship between texts, images, and the practice of yoga in Hindu, Buddhist, and Jain communities, as well as modern manifestations associated with nationalist developments of the nineteenth century and global cosmopolitanisms and contemporary politics as part of ongoing transformations.

### **RELG H259 Gender and Sexuality in Islamic Texts and Practices**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course introduces students to the different views of gender and sexuality in Islamic thought, and situates these views within Muslim histories and societies. We will draw on primary sources, historiographical work, ethnographies of Muslim societies, fiction, poetry, and play. One major focus will be on homosexuality in Islam and Muslim societies. In

the course of this examination we will also have a chance to question what “homosexuality” is and whether this term can be applied cross-culturally and cross-religiously. To think critically about homosexuality in Islam will thus compel us to reconsider homosexuality and Islam at once.

### **RELG H268 Anarchism: Religion, Ethics, Political Obligation**

Division: Humanities

Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy and religious movement. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement.

### **RELG H272 American Religious History**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course will investigate the historically shifting roles of religion in American society and the increasing prevalence of religious diversity throughout the country. The class will consider the functions of religion within settler colonialism, slavery, and immigration, and explore how religion has shaped popular culture, the legal system, and American identity. The class will also examine the role of religion within changing notions of gender, sexuality, and race.

### **RELG H276 Religion and U.S. Politics: Sexuality, Race, Gender, and the Regulation of American Bodies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course examines why religion is commonly invoked in political debates about sexuality and gender even though the United States promotes itself as a secular democracy. The class will question if the United States has a secular government, explore what the separation of church and state means, and analyze if American citizens have religious freedom. The class will also explore the role religion has played in political movements centered on race, gender, and sexuality, and question why women’s reproductive rights and LGBTQ issues have been a common focus for government regulations and religious lobbying.

### **RELG H286 Religion and American Public Life**

Division: Humanities

This course explores the complex relationship between religion and politics in the U.S. We ask: what, exactly, is religious freedom? What do we mean by the separation of church and state? In what ways has religion shaped U.S. democracy? And how do citizens navigate the tensions between their religious commitments and democratic allegiances?

### **RELG H289 Queer Religion**

Division: Humanities

Domain(s): B: Analysis of the Social World

This course analyzes how religions have become queer. We will look historically, globally, and at the present day to explore how LGBTQ+ people have promoted once-heretical ideas and

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practices, reinterpreted sacred texts, and reimagined alternative sexual, gender, and religious possibilities.

### **RELG H295 Quakers, War, and Slavery, 1646-1723**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

A seminar on Early Friends' views on war and slavery. Students will analyze primary sources and secondary works to explore how and why Early Friends came to see both war and slavery as immoral. Crosslisted: Independent College Programs; Peace, Justice and Human Rights; Religion Prerequisite(s): First Year Writing

### **RELG H299 Theoretical Perspectives in the Study of Religion**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### **RELG H303 Religion, Literature and Representation: Images of Krishna**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

### **RELG H305 Seminar in Religion, Ethics, and Society: Race, Religion, and American Multiculturalism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course considers race as the central point for thinking about religion in America. The class will explore how racial, ethnic, and cultural divisions have influenced America's religious landscape as well as the country's political system. The course will also examine how racial and religious categories have shifted historically and influenced one another.

### **RELG H312 Ritual and the Body**

Division: Humanities

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood. Prerequisite(s): at least one 200 level in the department, or instructor consent

### **RELG H313 Politics and Power in Modern Jewish Thought**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course will explore how Jewish thinkers from the enlightenment to the present wrestled with the question of how Jews might achieve freedom and secure survival in the modern world. We'll examine the challenge that the democratic and scientific revolutions of the 17th and 18th century posed to Jewish life and thought, before delving into the various responses that Jews embraced to meet those challenges. Topics will include Orthodoxy, separatism, Jewish liberalism in Europe and the US, diaspora nationalism, Zionism, anti-Zionism, Bundism and Socialism, post-Holocaust politics and theology, and race and gender in Jewish thought.

### **RELG H316 Hegel's Social Ethics**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An examination of religion, ethics, and politics in Hegel's *Phenomenology of Spirit* (in translation). As we work through Hegel's monumental text, we will consider its influence over modern and contemporary discussions of gender, domination, ethical conflict and religious pluralism. Prerequisite(s): At least one 200-level course in philosophy, political theory, or religious thought, or permission of the instructor.

### **RELG H319 Black Queer Saints: Sex, Gender, Race, Class and the Quest for Liberation**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures.

Crosslisted: Africana Studies, Religion Prerequisite(s): 200-level Humanities course, or instructor consent

### **RELG H398A Senior Thesis Seminar Part**

Division: Humanities

A practical methodology course which prepares senior Religion majors to write their senior theses.

### **RELG H399B Senior Seminar and Thesis**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) Senior Thesis

### **RELG H480 Independent Study**

Division: Humanities Independent Study

## ROMANCE LANGUAGES

Students may complete a major in Romance Languages.

### Faculty

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

María Cristina Quintero, Fairbank Professor in the Humanities, Professor of Spanish and Co-Director of Comparative Literature

Roberta Ricci, Chair and Associate Professor of Italian

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies and Chair of 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 and/or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French, if French is selected as second. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

### Writing Requirement

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

### First Language and Literature

#### French

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level, including FREN 213. Advanced language course: FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

#### Italian

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.

#### Spanish

SPAN 102, SPAN 120. Four courses at the 200 level. Two courses at the 300 level.

### Second Language and Literature

#### French

FREN 101-102 or 101-105; or 005-102 or 005-105. Two literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). One course at the 300 level.

#### Italian

ITAL 101, 102. Two literature courses at the 200 level. Two literature courses at the 300 level.

#### Spanish

SPAN 102, SPAN 120. Two courses at the 200 level. Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).<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 398 and 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 should have a minimum 3.7 GPA in Spanish and 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 (FREN 403) or senior essay, the latter completed in a third 300-l. course in semester II of senior year.

<sup>\*\*\*</sup> In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 398 and ITAL 399)

## RUSSIAN

Students may complete a major or minor in Russian.

### Faculty

Timothy Harte, Provost and Professor of Russian

Katherine M. H. Reischl, Visiting Assistant Professor

Marina Rojavin, Lecturer

Jane Shaw, Lecturer

Irina Walsh, Lecturer in Russian (on leave semester I)

The Russian major is a multidisciplinary program designed to provide students with a broad understanding of Russian culture and the Russophone world. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing RUSS 001 and 002 with an average grade of at least 2.0 or with a grade of 2.0 or better in RUSS 002.

### Major Requirements

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Russian majors have the option of fulfilling the College's writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature (in translation), culture or film, where the focus is on writing in English. Majors also have the option of completing one WA course in Russian and one WA course in English.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

### Honors

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

### Minor Requirements

Students wishing to minor in Russian must complete six units

at the 100 level or above, two of which must be in the Russian language.

### Courses

#### RUSS B001 Elementary Russian Intensive

Fall 2020

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.

Course does not meet an Approach

#### RUSS B002 Elementary Russian Intensive

Spring 2021

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.

Course does not meet an Approach

#### RUSS B101 Intermediate Russian

Fall 2020

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week

Course does not meet an Approach

#### RUSS B102 Intermediate Russian

Spring 2021

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.

Course does not meet an Approach

#### RUSS B106 Intensive Survival Russian

Not offered 2020-21

This course will be an intensive "crash" course in Russian for those enrolled in the 360 who have no prior experience studying or speaking Russian (those in the 360 who have studied the Russian language in the past will be expected to take a concurrent Russian language course at the College). This course will entail 5 hrs./week of elementary language instruction in Russian, with special emphasis on speaking skills needed for the trip.

#### RUSS B201 Advanced Russian

Fall 2020

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.

Course does not meet an Approach

#### RUSS B202 Advanced Russian

Spring 2021

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.

Course does not meet an Approach

### **RUSS B206 Dostoevsky in Translation**

Not offered 2020-21

This course provides a dynamic and comprehensive survey of Fyodor Dostoevsky's career. We will study the formal and thematic dimensions of his works in detail and contextualize his oeuvre in relation to such areas as Russian and European literary, intellectual, cultural, and political history; the relevant secular and religious philosophical traditions and currents; Dostoevsky's own rather storied biography; his frequently polemical (but always robust) responses to West European cultural and intellectual trends; the reception of his works both in Russia and abroad, and their impact on foundational theoretical approaches to the study of literature broadly and the novel especially. Readings include *Notes from Underground*, *Crime and Punishment*, *The Brothers Karamazov*, and a number of celebrated short works. All readings in English translation.

Critical Interpretation (CI)  
Inquiry into the Past (IP)

### **RUSS B214 Anna Karenina and the Tasks of Literature**

Not offered 2020-21

This course takes Lev Tolstoy's *Anna Karenina* as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy's important early works (notably, his *Childhood*, *Boyhood*, *Youth*), then read *Anna Karenina* slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel's aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy's late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert's *Madame Bovary*, Nathaniel Hawthorne's *The Scarlet Letter*, Alexander Pushkin's *Eugene Onegin*) that, much as they predate Tolstoy's masterpiece, help us bring the central preoccupations of *Anna Karenina* into sharper focus. We will conclude the course with Tolstoy's late short works, a short story by Anton Chekhov, and Virginia Woolf's *Mrs. Dalloway*, which we will contemplate as a reply to and a potential re-writing of *Anna Karenina*, since the English modernist famously declared that she had "nearly every scene of *Anna Karenina* branded in [her.]" All readings in English.

Critical Interpretation (CI)

### **RUSS B216 The Soviet Thaw and Its Culture**

Not offered 2020-21

Named by famed Soviet writer Ilya Ehrenburg, the Thaw (Ottepel) was a brief period in Soviet history spanning the late 1950s and early 1960s, when social, political and cultural changes led to more openness and freedom in Soviet society. This course focuses on this brief, yet consequential time in Soviet history. The main text for the course will be the 2013 TV series *The Thaw* (dir. Valery Todorovsky). As we watch this show, we will discuss its major conflicts and the characters' lives, and we will look into all the allusions to various Soviet

texts and realia. As such, we will explore Stalin's repressions, de-Stalinization, the rehabilitation of Stalin's political prisoners, Gagarin's orbiting of the Earth, the Cold War, Khrushchev's policies during the Thaw, artistic movements, government censorship, and fashion. Through articles, literary and non-literary texts, documentaries and feature films, in addition to the TV series, participants in this course will expand their understanding of this time period in Soviet history and Russian culture in general. Participants will also compare and contrast culturally-accepted norms, behaviors, and taboos in Soviet Russia to those characteristic of contemporary Russian society. All texts and class interaction will be in Russian.

Cross-Cultural Analysis (CC)

### **RUSS B217 The Cinema of Andrei Tarkovsky**

Not offered 2020-21

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.

Critical Interpretation (CI)  
Counts toward Film Studies

### **RUSS B218 The Coming-Of-Age Novel in 19th-century Europe**

Not offered 2020-21

We will study a selection of nineteenth-century French, English, and Russian novels that are concerned with the education, development, and maturing of a young protagonist. These are novels that imagine the often difficult compromise between individual aspirations and the drive towards social integration. We will think about why the Bildungsroman - or, coming-of-age novel - turned out to be one of the most productive and popular literary forms of nineteenth-century Europe. We will study works by such authors as Pushkin, Balzac, Stendhal, Charlotte Brontë, Dickens, Dostoevsky, Goncharov, Tolstoy, Flaubert and others. (Content will vary somewhat each time the course is offered.) We will think about the depiction of childhood and early adulthood; families; national and imperial polities and politics; the relationship between geographic, social, and economic mobility; domestic and professional selves and spaces; gender and sexuality.

Critical Interpretation (CI)

### **RUSS B219 Pushkin, Lermontov, Gogol - Russian Romantics?**

Not offered 2020-21

This course provides a dynamic introduction to some of the most influential works of Russian literature, texts that became ethical, ideological, and aesthetic touchstones for all later periods of Russian culture. We will study the works of Pushkin, Lermontov, and Gogol with attention to their thematic and formal preoccupations, their historical contexts and often fascinating histories of reception in the nineteenth century, in the Soviet period, and in contemporary culture. Topics of particular interest include Romanticism as a literary, cultural, and historical phenomenon in Russia and in Europe; Russia's experiment in Westernization; the status of the writer within

## RUSSIAN

shifting socio-political hierarchies; imperialism; the fluctuating meanings of social class; individual subjectivity as an object of artistic representation; the absurd. All readings, discussions, and assignments in English. No knowledge of Russian required.

Critical Interpretation (CI)

### **RUSS B227 Russia and its Ecology: Cultural and Historical Perspectives**

Not offered 2020-21

This course will explore the historical, social, and cultural significance of the environment in Russian literature and the visual arts. As the largest country on the planet and as a sprawling nation that covers almost a sixth of the world's land mass, Russia has both cherished and exploited its vast forests and ample natural resources. Exploring Russian culture from an ecological perspective, we will delve into the fiction, poetry, cinema, and photography that has raised environmental issues or, in the opposite vein, has promoted rapid industrial development and a swift taming of Russia's natural landscape for the sake of progress. To this day, Russian artists continue to grapple with the ecological state of the country and its fragile well-being.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Film Studies

### **RUSS B235 The Social Dynamics of Russian**

Not offered 2020-21

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisite: RUSS B201, RUSS 102 also required if taken concurrently with RUSS 201.

Cross-Cultural Analysis (CC)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

Section 001 (Fall 2020): Silent Film: From U.S. to Soviet Russia & Beyond

Fall 2020

This is a topics course. Course content varies.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Film Studies

Counts toward Visual Studies

### **RUSS B254 Russian Culture and Civilization**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

### **RUSS B258 Soviet and Eastern European Cinema of the 1960s**

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Film Studies

### **RUSS B271 Chekhov: His Short Stories and Plays in Translation**

Not offered 2020-21

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.

Critical Interpretation (CI)

Inquiry into the Past (IP)

### **RUSS B277 Nabokov in Translation**

Spring 2021

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.

Critical Interpretation (CI)

### **RUSS B316 Russian and Soviet Short Story**

Fall 2020

This new Russian language course will explore the nature and evolution of the Russian short story from the beginning of the 19th century through the beginning of the 21st century. We will begin with the stories of Pushkin and Gogol and continue with Garshin who proved instrumental in developing the genre to its modern form. Students will then read stories by Chekhov, Bunin, Nabokov, Babel, Shukshin, Tolstaya, Pelevin -- writers with distinguished voices who introduced a variety of groundbreaking themes, characters, and plots and whose art reveals the possibilities of the genre. All the readings and discussion will be in Russian.

Course does not meet an Approach

### **RUSS B365 Russian and Soviet Film Culture**

Not offered 2020-21

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia's films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia's cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.

**RUSS B380 Seminar in Russian Studies**

Spring 2021

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 102 and one 200-level Russian literature course.

**RUSS B390 Russian for Pre-Professionals I**

Fall 2020

This capstone to the overall language course sequence is designed to develop linguistic and cultural proficiency in Russian to the advanced level or higher, preparing students to carry out academic study or research in Russian in a professional field. Suggested Preparation: study abroad in Russia for at least one summer, preferably one semester; and/or certified proficiency levels of 'advanced-low' or 'advanced-mid' in two skills, one of which must be oral proficiency.

**RUSS B391 Russian for Pre-Professionals II**

Spring 2021

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.

**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.

**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.

**RUSS B403 Supervised Work****FREN B213 Theory in Practice: Critical Discourses in the Humanities**

Spring 2021

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Critical Interpretation (CI)

**ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

Not offered 2020-21

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race&ethnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

## SOCIOLOGY

Students may complete a major or minor in Sociology.

### Faculty

Amanda Cox, Visiting Assistant Professor

David Karen, Professor and Chair of Sociology

Veronica Montes, Assistant Professor of Sociology and Co-Director of Latin American, Iberian, and Latina/o Studies

Mary Osirim, Provost and Professor of Sociology

Piper Sledge, Assistant Professor of Sociology

Nathan Wright, Associate Professor of Sociology

The major in Sociology aims to provide understanding of the organization and functioning of modern society by analyzing its major institutions, social groups, and values, and their connections to culture and power. To facilitate these analytical objectives, the department offers rigorous preparation in social theory and problem-focused training in quantitative as well as qualitative methodologies.

### Major Requirements

Requirements for the major are SOCL 102, 265, 302, 303 (Junior Seminar), which fulfills the College writing intensive requirement, 398 (Senior Seminar), five additional courses in sociology (one of which may be at the 100 level and at least one of which must be at the 300 level). In addition, the student must take two additional courses in sociology or an allied subject; the allied courses are to be chosen in consultation with the faculty adviser. The department strongly recommends that majors take a history course focused on late 19th and 20th century American history. Students with an interest in quantitative sociology are encouraged to elect as allied work further training in mathematics, statistics and computer science. Those with an interest in historical or theoretical sociology are encouraged to elect complementary courses in history, philosophy, and anthropology. In general, these allied courses should be chosen from the social sciences.

### Senior Experience

The Senior Seminar is required of all senior sociology majors regardless of whether or not they wish to do a thesis. Depending on the number of students, in some years the Senior Seminar will have two sections. The content of the two sections may differ, but the structure of the seminars will be the same. Students will focus on their writing in a series of assignments, emphasizing, as the new college-wide writing requirement suggests, the process and elements of good writing.

### Senior Thesis

During senior year, seniors will have the option of doing a one-semester thesis in the fall, a one-semester thesis in the spring, or a two-semester thesis (one grade for the year). To become eligible to write a senior thesis, a student must have a minimum 3.3 GPA in sociology (this will also be the minimum GPA for a student to do an independent study in sociology). Junior sociology majors will need to approach a faculty member as early as possible about the possibility of advising their

thesis and will need to indicate in their thesis proposal their "preferred adviser." The department will attempt to follow these preferences but will take responsibility for assigning an adviser.

Rising seniors who wish to write a senior thesis will need to submit by June 30 to the Chair of sociology a 1-2 page thesis proposal that includes the following information:

1. Proposed term of thesis-writing: fall semester; spring semester; both semesters
2. Timeline: brief indication of when the data will be collected, when/how it will be analyzed, when the write-up will take place, etc.
3. Preferred adviser
4. Thesis proposal (should include the research question, its sociological significance, the proposed method, plan of analysis, and anticipated value)
  - a. The thesis proposal should also state clearly whether the research will require IRB approval, if approval has already been secured, or when it will be secured
  - b. Please indicate if you have any previous preparation/work in the thesis topic area.

The chair will distribute the proposals to department members, collect their comments, and inform the student of a yes/no decision by July 15. Please note that students who are not selected to do a senior thesis may still pursue independent work with a faculty member (if their GPA in the major is 3.3 or above). If you are unsure of whether your topic is really "THESIS," you should discuss this with a faculty member. The following broad categories of work have been considered in the past to be theses: students conduct an analysis of empirical data (this can be qualitative or quantitative; collected by the student or by someone else; contemporary or historical; etc.) or students undertake to research a question using already published evidence (so the thesis could be a very focused, extensive literature review). Students would be welcome to propose developing further a research paper that they wrote in a course. This kind of proposal needs to be very specific as to what the new/additional goals are.

The Department of Sociology offers concentrations in gender and society and African American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford and Swarthmore Colleges and the University of Pennsylvania.

### Minor Requirements

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department. Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

### Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member.

## Concentrations Within the Sociology Major

### Gender and Society

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in sociology or an allied social science field. Students who pursue this concentration are required to take at least one of the core courses in this area offered by the department: The Study of Gender in Society (SOCL 201) or Women in Contemporary Society: The Southern Hemisphere (SOCL 225). The department encourages students in this concentration to take courses that focus on the study of gender in both the Global North and the Global South. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit.

### African American Studies

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

## Courses

### SOCL B102 Society, Culture, and the Individual

Fall 2020, Spring 2021

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward International Studies

### SOCL B201 The Study of Gender in Society

Not offered 2020-21

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.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

### SOCL B205 Social Inequality

Spring 2021

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

### SOCL B217 The Family in Social Context

Not offered 2020-21

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

### SOCL B225 Women in Society

Spring 2021

In 2015, the world's female population was 49.6 percent of the total global population of 7.3 billion. According to the United Nations, in absolute terms, there were 61,591,853 more men than women. Yet, at the global scale, 124 countries have more women than men. A great majority of these countries are located in what scholars have recently been referring to as the Global South - those countries known previously as developing countries. Although women outnumber their male counterparts in many Global South countries, however, these women endure difficulties that have worsened rather than improving. What social structures determine this gender inequality in general and that of women of color in particular? What are the main challenges women in the Global South face? How do these challenges differ based on nationality, class, ethnicity, skin color, gender identity, and other axes of oppression? What strategies have these women developed to cope with the wide variety of challenges they contend with on a daily basis? These are some of the major questions that we will explore together in this class. In this course, the Global South does not refer exclusively to a geographical location, but rather to a set of institutional structures that generate disadvantages for all individuals and particularly for women and other minorities, regardless their geographical location in the world. In other words, a significant segment of the Global North's population lives under the same precarious conditions that are commonly believed as exclusive to the Global South. Simultaneously, there is a Global North embedded in the Global

## SOCIOLOGY

South as well. In this context, we will see that the geographical division between the North and the South becomes futile when we seek to understand the dynamics of the “Western-centric/Christian-centric capitalist/patriarchal modern/colonial world-system” (Grosfoguel, 2012). In the first part of the course, we will establish the theoretical foundations that will guide us throughout the rest of the semester. We will then turn to a wide variety of case studies where we will examine, for instance, the contemporary global division of labor, gendered violence in the form of feminicides, international migration, and global tourism. The course’s final thematic section will be devoted to learning from the different feminisms (e.g. community feminism) emerging out of the Global South as well as the research done in that region and its contribution to the development of a broader gender studies scholarship. In particular, we will pay close attention to resistance, solidarity, and social movements led by women. Examples will be drawn from Latin America, the Caribbean, the US, Asia, and Africa.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Child and Family Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B229 Black America in Sociological Perspective**

Not offered 2020-21

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics. Prerequisite: at least one additional sociology course or permission of instructor. Course is not available to freshmen.

Cross-Cultural Analysis (CC)  
Inquiry into the Past (IP)  
Counts toward Africana Studies  
Counts toward Child and Family Studies

### **SOCL B232 A Sociological Journey to Immigrant Communities in Philly**

Spring 2021

This course will use the lenses of sociology to critically and comparatively examine various immigrant communities living in greater Philadelphia. It will expose students to the complex historical, economic, political, and social factors influencing (im)migration, as well as how migrants and the children of immigrants develop their sense of belonging and their homemaking practices in the new host society. In this course, we will probe questions of belonging, identity, homemaking, citizenship, transnationalism, and ethnic entrepreneurship and how individuals, families, and communities are transformed locally and across borders through the process of migration. This course also seeks to interrogate how once in a new country, immigrant communities not only develop a sense of belonging but also how they reconfigure their own identities while they transform the social, physical, and cultural milieus of their new communities of arrival. To achieve these ends, this course will engage in a multidisciplinary approach consisting of materials drawn from such disciplines as cultural studies,

anthropology, history, migration studies, and sociology to examine distinct immigrant communities that have arrived in Philadelphia over the past 100 years. Although this course will also cover the histories of migrant communities arriving in the area in the late 19th and early 20th centuries, a greater part of the course will focus on recent migrant communities, mainly from Africa, Asia, Latin America, and the Caribbean and arriving in the area of South Philadelphia. A special focus will be on the Mexican American migrant community that stands out among those newly arrived migrant communities.

Cross-Cultural Analysis (CC)  
Counts toward Child and Family Studies  
Counts toward Latin American, Iberian, and Latinx Studies

### **SOCL B235 Mexican-American Communities**

Fall 2020

For its unique history, the number of migrants, and the two countries’ proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro- and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Cross-Cultural Analysis (CC)  
Counts toward Gender and Sexuality Studies  
Counts toward Latin American, Iberian, and Latinx Studies  
Counts toward Praxis Program

### **SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges**

Not offered 2020-21

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first

decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second generation and segmented assimilation, and citizenship will be included.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SOCL B248 Sociology of Bioethics**

Not offered 2020-21

This course is a study of the field of bioethics using the tools of sociology. The study of bioethics as a discipline and as a profession will be explored by addressing a series of topics that have been prominent in the field. We will use sociological concepts and theory to investigate American bioethics, rather than conduct a study of the merits of the debates themselves. This approach will consider the cultural, social, political, and symbolic meanings of these bioethical issues. We will address questions about the stakeholders in the debates, the timing of the debates, the rise and fall of certain issues, and the charismatic influence of key players. A key component in the readings will be the connections to bio-medicine and issues of treatment versus enhancement. Readings will be drawn from philosophy, bioethics, sociology, feminist studies, and sociology of medicine. Suggested: One course in the social sciences and freshman students require permission from the instructor.

Cross-Cultural Analysis (CC)

Counts toward Health Studies

### **SOCL B256 Media, Race and Social Movements**

Not offered 2020-21

In 2015, Ava DuVernay's historical drama *Selma* about the 1960s US Civil Rights Movement was nominated for four Golden Globe Awards. Fifty years after the Selma to Montgomery March, narratives about the movement and its leaders still capture widespread public attention and cultural legitimation. Public figures often appeal to our collective memory of the Civil Rights movements and its leaders when they ask us to take positions on hot-button social issues like school funding, mass incarceration, health care coverage, and reproductive rights. But the median age of the US population is 37.8, meaning that at least half of Americans have no personal recollection of the movement. Instead, we share a collective imaginary of the Civil Rights Movement and other formative historical moments in our national history, based on what we have learned from teachers, books, movies, music

and countless other secondary sources. Media provides us access to knowledge - including knowledge about what ideas, institutions, and figures are important to our culture and identities. However, in order to receive that knowledge, we must interpret it through a shared cultural language that is also influenced by the media we consume, the relationships we have, and the institutions we rely upon. In this sociology course, we will work toward a shared understanding of the American media ecosystem by comparing and critiquing coverage of social movements from a range of media sources, including social media and international citizen journalism. We will focus in particular on how racial frames impact this ecosystem.

Inquiry into the Past (IP)

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

Not offered 2020-21

An examination of non-normative and criminal behavior viewed from the standpoint of different theoretical perspectives on deviance (e.g., social strain, anomie, functionalism, social disorganization, symbolic interaction, and Marxism) with particular emphasis on social construction and labeling perspectives; and the role of subcultures, social movements and social conflicts in changing the normative boundaries of society. Topics include robbery, homicide, Black inner city violence, sexual deviance, prostitution, white collar crime, drug addiction and mental disorders.

Cross-Cultural Analysis (CC)

Counts toward Africana Studies

Counts toward Gender and Sexuality Studies

### **SOCL B258 Sociology of Education**

Fall 2020

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 II course; placements are in local schools.

Cross-Cultural Analysis (CC)

Counts toward Child and Family Studies

Counts toward Education

Counts toward Praxis Program

### **SOCL B262 Public Opinion**

Fall 2020

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.

Cross-Cultural Analysis (CC)

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

## SOCIOLOGY

### **SOCL B263 Dimensions of Power: Micro, Meso, and Macro**

Not offered 2020-21

What is power? How does it operate at different levels in society--through one-on-one interactions, organizational and societal (class, race/ethnic, gender) structures, and cultural norms? In this course, we will explore these questions by reading about sociological understandings of power and applying those theories to our everyday lives. As part of this course, students will collect qualitative data and analyze it based on theories of power. No prior data-collection experience is necessary.

Course does not meet an Approach  
Counts toward Gender and Sexuality Studies

### **SOCL B264 Sociology of Childhood**

Not offered 2020-21

This course will examine childhood from a sociological perspective. We will focus on how children shape and are shaped by their social worlds. We will begin by considering childhood as a historically constructed category that has changed over time and place. We will next focus on three institutions that are key agents of childhood socialization: the family, the school, and peers. Finally, we will study topics that may be considered problems of childhood: commercialization and technology use, the medicalization of aspects of children's life experiences, and delinquency and crime. Throughout the course, we will consider how children's lives are shaped by broader systems of inequality based on race, class, and gender.

Course does not meet an Approach

### **SOCL B265 Quantitative Methods**

Fall 2020

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.

Quantitative Methods (QM)  
Quantitative Readiness Required (QR)

### **SOCL B268 Environmental Sustainability**

Spring 2021

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist, and are addressed or fail to be addressed. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to American sociology. Empirically, it moves through a series of

more contemporary case studies of environmental problems (including both single-event "disasters" and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology's development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Course does not meet an Approach

### **SOCL B269 Sociology of Race**

Not offered 2020-21

This course is an introduction to thinking about race sociologically. It will cover major sociological theories about race and racism, the construction and persistence of racial inequalities, and subtopics on racial dynamics in the United States. Subtopics will include: education, environment, police and prisons, fear and love, and popular culture.

Cross-Cultural Analysis (CC)

### **SOCL B270 Refugee Families: Global Systems in Crisis?**

Not offered 2020-21

This course approaches the global refugee crisis from a sociological vantage point. The course begins by asking who is considered a refugee and how this category is constructed. We will examine how refugee families fit within the nation-state system and how forced migration fits within larger trends in migration and globalization. We then follow refugee families and the institutions that shape their trajectories from waiting in refugee camps and cities in neighboring countries to the possibility of more durable solutions through return migration to their home country (repatriation), local integration, or resettlement. How do the dynamics of family shape--and change in--the process? In the last section of the class, we focus on the integration of refugees and asylum-seekers in the U.S. and Europe. Along the way, we will consider refugee agency and self-reliance, as well as the constraints and inequalities they face while navigating global refugee systems.

Cross-Cultural Analysis (CC)

### **SOCL B276 Making Sense of Race**

Fall 2020

What is the meaning of race in contemporary US and global society? How are these meanings (re)produced, resisted, and refused? What meanings might we desire or imagine as alternatives? In this course, we will approach these questions through an array of sources while tracking our own thinking about and experiences of raced-ness. Course material will survey sociological notions of the social construction of race, empirical studies of lived experiences of race, and creative fiction and non-fiction material intended to catalyze thinking about alternative possibilities.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B278 Gender, Race, and Health in Global Perspective**

Spring 2021

This course explores the ways in which ideas about gender, race, and health are mutually constitutive. That is, how do



medical and biological sciences shape our understandings of gender, race, and other social categories and the bodies that inhabit them? How do our ideas about these categories influence our understanding of and collective reaction to major health debates? How might our approach to questions of health be better informed by contemporary theories of gender, race, and sexuality? Particular attention will be given to human rights and social justice aspects of these relationships.

Cross-Cultural Analysis (CC)  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **SOCL B302 Social Theory**

Fall 2020

This course focuses primarily on the works of classical social theorists. The theorists include: George Herbert Meade, Emile Durkheim, Karl Marx, and Max Weber; and secondarily their influences on the works of more contemporary theorists: C. Wright Mills, Shulamith Firestone, Antonio Gramsci, Erving Goffman, Randall Collins, Robert Bellah, Howard Becker, and Pierre Bourdieu. Among the theoretical conceptions examined: culture, religion, the sacred, power, authority, modernization, deviance, bureaucracy, social stratification, social class, status groups, social conflict, and social conceptions of the self.

### **SOCL B303 Junior Conference: Discipline-Based Intensive Writing**

Fall 2020, Spring 2021

This course will introduce students to a range of qualitative methods in the discipline and will require students to engage, through reading and writing, a wide range of sociological issues. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Substantive areas of the course will vary depending on the instructor. Prerequisite: Required of and limited to Bryn Mawr Sociology Major, Junior Standing

### **SOCL B304 Sociology of Medicine**

Not offered 2020-21

This course is an introduction to major topics in the sociology of medicine, with an emphasis on current American medical practice. A primary aim of the course is to use a sociological perspective to investigate our shared/contested understandings of illness and health, as well as the evolving medical responses to these human conditions. We will discuss the structure of the medical professions, social organization of hospitals, social and cultural influences on doctor-patient communication and decision-making, and the history and social context of bioethics. The course will trace the influence of race, gender and economics on healthcare as we explore issues of legitimacy, training, professional socialization, patient autonomy, and barriers to access and provision of health services. Prerequisite: One sociology course.

Course does not meet an Approach  
Counts toward Health Studies

### **SOCL B309 Sociology of Religion**

Not offered 2020-21

This course will investigate what sociology offers to an historical and contemporary understanding of religion. Most broadly, the

course explores how religion has fared under the conditions of modernity given widespread predictions of secularization yet remarkably resilient and resurgent religious movements the world over. The course is structured to alternate theoretical approaches to religion with specific empirical cases that illustrate, test, or contradict the particular theories at hand. It focuses primarily on the West, but situated within a global context.

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

Fall 2020

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts toward Education  
Counts toward Health Studies

### **SOCL B321 The Black American Intellectual Community**

Not offered 2020-21

This seminar explores an important but neglected subject in the study of race relations: the social role of the black American intellectual community. Viewing black intellectuals from the perspective of the sociology of knowledge, it examines the patterns of development and conflict in the black American intellectual community, extending from the early 20th century to the early 21st century. It will examine the social and historical contexts and influences that shaped their world views as they confronted the issues of racism, racial integration, black social problems, black culture, and black identity - issues that were framed through rival and often antagonistic black ideological movements: black nationalism, liberal civil rights activism, communism, new left radicalism, political conservatism, and afro-centrism. Among the black intellectuals whose ideas and influence will be considered in the seminar: Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Alain Locke, James Weldon Johnson, Langston Hughes, Claude McKay, Richard Wright, E. Franklin Frazier, Horace Cayton, Zora Neal Hurston, Paul Robeson, Ralph Ellison, Kenneth Clark, James Baldwin, Harold Cruise, Bayard Rustin, Stokely Carmichael, Angela Davis, Eldridge Cleaver, Nikki Giovanni, Amiri Baraka, Malcolm X, and Taneshi Coates.

Counts toward Africana Studies

### **SOCL B322 Thinking with Trans: Theorizing Race and Gender**

Fall 2020

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence of transracialism. This article came on the tail end of a great deal of controversy about the outing of NAACP leader, Rachel Dolezal; a woman born to white parents who identifies as black. In this course we will examine the social construction of

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race and gender as well as critique the biological assumptions that underpin both social structures. We will explore the theoretical power and pitfalls of the terms “transgender” and “transracial”- the similarities, differences, and tensions inherent in questioning taken for granted social structures that are fundamental to social organization and personal identity. We will explore the theoretical context of the terms “transracial” and “transgender,” the various arguments for and against identity categories, and the lived experiences of individuals and groups who regularly transgress the boundaries of race and gender.

Course does not meet an Approach  
Counts toward Africana Studies  
Counts toward Gender and Sexuality Studies

### **SOCL B326 Feminist Perspectives on Hlth**

Not offered 2020-21

Increasingly, an individual's sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **SOCL B327 Capital & Connections:A Network Approach to Social Structure**

Spring 2021

Is it better to have a tightly knit circle of friends or several compartmentalized groups? And better for what--social support, academic achievement, finding a job, coming up with a new idea, sparking a social movement? How might we study questions like these? In this course, we will explore the various ways of understanding social connections as a resource--as a form of capital--and we will learn how to collect and analyze data about networks to investigate the structure of social networks. In particular, we will learn how to think about advantages and disadvantages as resulting from the structure and composition of our social networks. Prerequisite: At least one social science course or permission of instructor.

Course does not meet an Approach

### **SOCL B331 Global Sociology: Capital, Power, and Protest in World-Historical Perspective**

Not offered 2020-21

The last decades of the 20th century brought about a series of social, political, economic, and cultural changes that have reshaped our ways of understanding and thereby relating to the world. Globalization as a conceptual paradigm has assisted us in comprehending those changes and most importantly the impacts that those changes have brought to our lives individually and collectively. In this sense, globalization has not only stirred up a series of debates within the social sciences about its novelty, but has also become one of the most contested concepts, meaning that there are different and competing understandings of what the term means and how to assess the process. With this in mind, the objective of this course is to explore the distinct themes that make up what is referred to as the sociology of globalization. These include:

globalization studies and theories of globalization; the global economy; political globalization; globalization and culture; transnational civil society/transnational social movements; globalization and gender/race/ethnicity; transnational migration; new global division of labor; and human consequences of globalization in the form of the so-called wasted lives (Bauman), to mention just a few. Linkages between social, political, and economic forces that play a role in shaping trends and problems will be analyzed through lectures, readings, discussions, case studies, and films shown in class. An intersectional perspective of race, class, nationality, and gender (among other social axes of oppression) will be used to demonstrate how various historically marginalized groups experience the impact of globalization. Finally, this course adopts a social justice framework with the intent to cultivate students as active agents of change. Prerequisite: Previous course in social science; permission of instructor.

### **SOCL B342 Bodies in Social Life**

Not offered 2020-21

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an “absent presence” in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a “right” body? Suggested preparation: At least one course in the social sciences.

Counts toward Gender and Sexuality Studies  
Counts toward Health Studies

### **SOCL B350 Movements for Social Justice in the US**

Not offered 2020-21

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.

Counts toward Gender and Sexuality Studies  
Counts toward Peace, Justice and Human Rights

### **SOCL B358 Higher Education: Structure, Dynamics, Policy**

Spring 2021

This course examines the structure and dynamics of the “non-system” of higher education in the US in historical and comparative perspective. Focusing on patterns of

access, graduation, and allocation into the labor market, the course examines changes over time and how these vary at different types of institutions and cross-nationally. Issues of culture, diversity (especially with respect to class, race/ethnic, and gender), and programming will be examined. The main theoretical debates revolve around the relationship between higher education and the society (does it reproduce or transform social structure) in which it is embedded. Prerequisites: at least one social science course or permission of instructor.

### **SOCL B398 Senior Conference**

This capstone course for the sociology major focuses on major concepts or areas in sociology and requires students to develop their analytical and synthetic skills as they confront both theoretical and empirical materials. The Key emphasis in the course will be on students' writing. Through a variety of assignments (of different lengths and purposes), students will practice the process (drafts) and elements (clarity and concision) of good writing. Specific topical content will vary by semester according to the expertise of the instructor and the interests of students. Writing Attentive.

### **SOCL B403 Supervised Work**

Students have the opportunity to do individual research projects under the supervision of a faculty member.

### **SOCL B420 Praxis Fieldwork Seminar**

Counts toward Praxis Program

### **SOCL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts toward Praxis Program

### **EDUC B266 Critical Issues in Urban Education**

Spring 2021

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. Weekly fieldwork in a school required.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Child and Family Studies

Counts toward Counts toward Praxis Program

### **GNST B118 Gender, Sexuality, and Society**

Spring 2021

This course will introduce students to major concepts, questions, and events in the field of gender, sexuality, and feminist studies through a range of sources. Students will explore

how meanings of gender and sexuality have changed over time and the ways that cultural and historical contexts shape these meanings. Particular attention will be given to the intersections of gender and sexuality with race, class, and other social locations in order to understand a range of identities and structures of inequality. This course will challenge you to question taken-for-granted notions of gender and to consider alternative ways to make sense of gender and sexuality. This course is equivalent to GNST 109 as a gateway to the minor. This course counts towards a Sociology elective.

Critical Interpretation (CI)

Counts toward Counts toward Gender and Sexuality Studies

### **POLS B354 Comparative Social Movements: Power and Mobilization**

Not offered 2020-21

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Counts toward Counts toward Environmental Studies

### **POLS B374 Education Politics & Policy in the US**

Not offered 2020-21

Studying education politics and policy provides insights into some central concerns of political science and highlights some tensions within the American political system such as: power & influence, government v markets, federalism, equity & accountability, and expertise & citizen participation. This seminar uses education politics as a window into these broader concerns

Counts toward Counts toward Child and Family Studies

## SPANISH

### Faculty

Inés Arribas, Senior Lecturer in Spanish

Kaylea Berard, Senior Lecturer in Spanish (on leave semester II)

Stephen Bishop, Lecturer

Ines Corujo-Martin, Visiting Assistant Professor

Martín Gaspar, Associate Professor of Spanish

Ignasi Gozalo-Salellas, Visiting Assistant Professor

María Cristina Quintero, Fairbank Professor of the Humanities, Professor of Spanish and Co-Director of Comparative Literature

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies and Chair of Spanish

Rosi Song, Professor of Spanish (on leave semesters I & II)

The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

Our graduates have gone on to pursue successful careers in law, business, medicine, and translation, among others. This major program prepares students appropriately for graduate study in Spanish.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary contextualized by cultural readings and activities. SPAN 120 prepares students for advanced work in literature and cultural studies while improving competence in the language. Courses at the 200 level courses deal with a variety of topics including a consideration of major manifestations of Spanish and Spanish-American, and U.S. Latino literature and culture, in various periods and genres, within a socio-historical context. Advanced 300-level courses engage intensively with individual authors, topics, or periods of special significance.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department and is available on our website.

Students in all courses are encouraged to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year.

The Department of Spanish works in cooperation with the Departments of French and Italian in the Romance Languages major. It also collaborates with the Latin American, Iberian, and Latina/o Studies (LAILS).

College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing

semester-long courses in the foreign language(s) in which she is proficient.

### Major Requirements

Requirements for the Spanish major are:

- SPAN 120 (Introducción al análisis literario),
- four 200-level courses,
- three 300-level courses,
- and SPAN 398 (Senior Seminar).

The prerequisite for 200-level Spanish courses is the completion of SPAN 120, which is offered every semester. The prerequisite for 300-level courses is the completion of a 200-level course in Spanish. At least two courses for the major must be in Peninsular literature (Spain) and at least two in Latin American literature; one of the major courses should focus on pre-1700 literature. Two courses must be writing intensive (WI). Students can satisfy the writing requirement by taking SPAN 120, SPAN 243, and other 200-level courses designated as WI in any given semester. Students whose training includes advanced work may, with the permission of the department, be exempted from taking SPAN 120. SPAN 399 (Senior Essay) is optional for majors with a grade point average of 3.7 who seek to graduate with honors. It may not be counted as one of the 300-level requirements. Students wishing to write a Senior Essay (SPAN 399) must submit a proposal to the department and identify a faculty member who will direct the project.

Please note: the department offers some courses taught in English and, with permission from major advisor, we occasionally accept courses related to the Hispanic world offered in other departments. We recommend that at least some of the work (readings or written assignments) be done in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

### Honors

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, the senior essay (SPAN 399), and the recommendation of the department.

### Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond SPAN 101, at least one of which must be at the 300 level. At least one course should be in Peninsular literature (Spain).

### Minor in Latin American, Iberian, and Latina/o Studies (LAILS)

The Department of Spanish participates with other departments in offering a minor in Latin American, Iberian, and Latina/o Studies (LAILS).

### Teacher Certification

The department also participates in a teacher-certification program. For more information see the description of the Education Program.

## Courses

### SPAN B000 Spanish TA/Drill Sessions

Not offered 2020-21

TA/Drill sessions for Spanish courses.

### SPAN B001 Beginning Spanish I

Fall 2020

Develops basic communicative skills in both oral and written Spanish. Introduces students to different aspects of Hispanic and Latino cultures. Assumes no previous study of Spanish. The Tuesday class is a mandatory practice session with a teaching assistant.

Course does not meet an Approach

### SPAN B002 Beginning Spanish II

Spring 2021

Second course of the First-year Spanish language sequence. Designed to develop basic communicative skills in both oral and written Spanish. Students are exposed to different aspects of Hispanic and Latino cultures. The Tuesday class is a mandatory practice session with a teaching assistant. Students who receive a 3.3 or above in this course may enroll in SPAN 101 the following semester. Students who receive a 3.0 or less must take SPAN 100. Prerequisite: SPAN B001 or placement.

Course does not meet an Approach

### SPAN B100 Basic Intermediate Spanish

Fall 2020

A review of grammar with emphasis on all language skills: speaking, listening, reading, and writing, with group activities and individual presentations. A variety of readings from the Hispanic world will be included. The Tuesday class is a mandatory practice session with a teaching assistant. Prerequisite: SPAN 002 or placement or instructor's permission.

Course does not meet an Approach

### SPAN B101 Intermediate Spanish

Fall 2020, Spring 2021

This course focuses on developing vocabulary and grammatical structures in all language skills in Spanish. A variety of readings from the Hispanic world will be included. The class meets three times a week with the instructor and there is one additional required 50-minute practice session with a teaching assistant on Monday evenings.

Course does not meet an Approach

### SPAN B102 Advanced Language Through Culture

Fall 2020, Spring 2021

This course stresses mastery of complex grammatical constructions through selected readings from the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. Written and oral proficiency is emphasized, with special emphasis on reading and writing. The class meets three hours a week with the instructor and there is an additional required 50-minute practice session with a teaching assistant

on Monday evenings. Prerequisite: SPAN 101 or placement or instructor's permission.

Cross-Cultural Analysis (CC)

### SPAN B110 Análisis cultural y gramática en contexto

Not offered 2020-21

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. Written and oral proficiency is emphasized. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Cross-Cultural Analysis (CC)

Counts toward Latin American, Iberian, and Latinx Studies

### SPAN B120 Introducción al análisis literario

Fall 2020, Spring 2021

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the Spanish major. Prerequisite: SPAN 102, or placement. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### SPAN B208 Drama y sociedad en España

Fall 2020

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Inquiry into the Past (IP). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### SPAN B209 Lo que hemos comido: Identidades en España

Not offered 2020-21

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of "Spain" to the world. We will examine, for instance, how this new trend compares to the tourism industry endorsed by the dictatorship in the

## SPANISH

1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terror, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Prerequisite: SPAN 120 or permission of instructor. Cross-Cultural Analysis (CC). Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B211 Borges y sus lectores**

Spring 2021

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. Prerequisite: SPAN B120; or another SPAN 200-level course. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B216 Introducción a la lingüística hispánica**

Spring 2021

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor. Critical Interpretation (CI)

Critical Interpretation (CI)

### **SPAN B223 Género y modernidad en España**

Not offered 2020-21

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. Prerequisites: B120 or a SPAN 200-level course.

Inquiry into the Past (IP)

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B225 La poesía hispanoamericana**

Not offered 2020-21

Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. Prerequisite: Spanish 120 or another 200-level course. Critical Interpretation (CI).

Critical Interpretation (CI)

### **SPAN B231 El cuento y novela corta en España**

Not offered 2020-21

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, Zayas, and a number of contemporary writers such

as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B233 Focus: La Habana y sus textos**

Not offered 2020-21

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima, Reinaldo Arenas, Marilyn Bobes, Leonardo Padura. Selective films by Cuban directors. Prerequisite: SPAN B120 or one 200-level Spanish course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B234 Focus: El cuento de lo fantástico en Hispanoamérica**

Not offered 2020-21

A survey of Spanish American short story, focused on the fantastic. Authors include Poe, Quiroga, Borges, Cortázar, Ocampo, Peri Rossi, Ferré, Mutis, Poniatowska and Valenzuela. Taught in Spanish. Prerequisite: SPAN B120 or another 200-level Spanish course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B242 José Martí y el equilibrio mundial**

Not offered 2020-21

An introductory course on José Martí: the writer, the thinker, the revolutionary. Texts include selections from *La Edad de Oro* (a magazine for children), essays on the arts, the United States, *Nuestra América*, political struggle and interdependence (“world equilibrium”), a selection of his poetic works and a novella. Prerequisite: SPAN B120 or another SPAN 200-level course.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B243 Temas de la literatura hispana**

Spring 2021

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major.

Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and recent films. Critical Interpretation (CI). Counts toward Latin American, Iberian and Latina/o Studies.

Current topic description: This course will deal with the

following women writers in Spain and the New World from the early modern era. Among the writers we will consider: Sor Juana Inés de la Cruz, María de Zayas, and Emilia Pardo Bazán.

Critical Interpretation (CI)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Spring 2021

Stereotypically, Latin Americans are viewed as “emotional people”—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these “people” become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and “low-key” comedies (since 2000s.)

Cross-Cultural Analysis (CC)

Counts toward Film Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B260 Ariel/Calibán: colonialismo y neocolonialismo**

Fall 2020

A study of the transformations of Ariel/Calibán as images of Latin American and Caribbean cultures. Prerequisite: B120 or another SPAN 200-level course.

Critical Interpretation (CI)

Inquiry into the Past (IP)

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B307 Cervantes**

Not offered 2020-21

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B309 La mujer en la literatura española del Siglo de Oro**

Not offered 2020-21

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Prerequisite: at least one SPAN 200-level course. Course fulfills

pre-1700 requirement and HC's pre-1898 requirement. Counts toward Gender and Sexuality Studies. Counts toward Latin American, Iberian and Latina/o Studies.

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B312 Latin American and Latino Art and the Question of the Masses**

Not offered 2020-21

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct “minor,” “featureless” and “anonymous” characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 120 and at least one other Spanish course at a 200-level, or received permission from instructor. Course does not meet an Approach. Counts toward Latin American, Iberian and Latina/o Studies. Counts toward Museum Studies.

Course does not meet an Approach

Counts toward Latin American, Iberian, and Latinx Studies

Counts toward Museum Studies

### **SPAN B314 Latinoamérica:Diversidad Conflicto Cult**

Not offered 2020-21

This class studies the representation of regional, national, and individual identity in contemporary Latin American novels. Works include novels from Argentina, Brazil, Chile and Peru written by female and male writers. The selected novels present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. Several primary questions will guide our analysis of the course texts: What is identity? How are national and regional identities constructed and why? What are the socio-historical, cultural and political influences on identity? What does the study of the Latin American novel reveal about the relationship among economic development, the construction of social identities, and citizenship? How can the study of the novel help us to understand the dynamics of race, class and gender in specific Latin American contexts? Prerequisite: at least one SPAN 200-level course.

Course does not meet an Approach

Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B315 El futuro ya llegó: relatos del presente en América Latina**

Fall 2020, Spring 2021

Taught in Spanish. In the 21st Century, “Here and now” is not what it used to be. There is no single “here” but instead multiple, coexisting realities (that of the cellphone, the street, the ‘world’.) There’s no clear present when the “now” is multiple. In this course we will explore 21st century Latin

## SPANISH

American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances---fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life "here and now." Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B316 Relatos en un mundo inestable**

Not offered 2020-21

In this course, we explore fiction as it relates to our Contemporary world. Starting from the middle of the 20th Century, we will study the transition from modernism to postmodernism with Francisco Ayala, a major avant-garde Spanish author, who was exiled from Spain after the Civil War of 1936. We will read Ayala's *El jardín de las delicias* (The Garden of Earthly Delights), a collection of short stories, which he calls a "novel," and where he explores modern themes in dialogue with Hieronymus Bosch's painting of the same title. We examine how difficult it is to render meaning in a global and pluralistic society. Among other works, we consider: Eduardo Mendoza ("La ballena," a short story), Rosa Montero (*La loca de la casa*, a novel/autobiography/essay that explores relationships among genres) and women dystopian fiction writers included in the anthology *Distópicas* (works that explore relevant topics that closely resemble what we hear in the news today: effects of climate warming, exile, totalitarian systems, the plight of the poor and marginalized, social media and technology).

### **SPAN B320 Visiones y revisiones del surrealismo español**

Not offered 2020-21

A multimedia study of the development of a surrealist 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 surrealist 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.

### **SPAN B326 Voces trasplantadas: teoría y práctica de la traducción**

Not offered 2020-21

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously

examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature."

Prerequisite: At least one 200 level Spanish course.

Counts toward Latin American, Iberian, and Latinx Studies  
Counts toward Praxis Program

### **SPAN B330 La novela de formación femenina en América Latina**

Spring 2021

Perhaps the most successful novelistic genre is the Bildungsroman or "coming-of-age": novels that follow the development of a person from youth to adulthood, from inexperienced to mature. But what happens when these protagonists are women, often facing the hurdles of societies that impede or limit growth and choice? Since the 19th Century, Latin American female authors have explored the struggles of "growth" and the various models of womanhood available in their societies. In this course, we will read a total of six Latin American Bildungsromane of the 19th, 20th, and 21st century written by women authors from various countries. We will look at normative definitions and expectations of coming-of-age novels and how these authors created new options for themselves, for their characters, and for their readers.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B332 Novelas de las Américas**

Spring 2021

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisite: at least one SPAN 200-level course.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B351 Tradición y revolución: Cuba y su literatura**

Spring 2021

An examination of Cuba, its history and its literature with emphasis on the analysis of cultural and economic transformations. Major topics include slavery and resistance; Cuba's struggles for freedom; changing cultural policies and film of the Revolution. Prerequisite: at least one SPAN 200-level course.

Counts toward Latin American, Iberian and Latina/o Studies.  
Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B370 Literatura y delincuencia**

Fall 2020

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics



such as the construction of the fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts toward Latin American, Iberian, and Latinx Studies

### **SPAN B398 Senior Seminar**

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. A requirement for all Spanish Majors. Some topics and readings will be prepared in consultation with the students.

### **SPAN B400 Senior Essay**

Available only to Spanish majors whose proposals are approved by the department, Students must identify a faculty member as director of the essay during the Fall semester of the senior year.

### **SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.

### **B232 Encuentros culturales en América Latina**

Not offered 2020-21

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequisite: SPAN B120 or another SPAN 200-level course.

### **B265 Escritoras españolas: entre tradición, renovación y migración**

Not offered 2020-21

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequisite: SPAN B120 or another SPAN 200-level course.

### **B318 Adaptaciones literarias en el cine español**

Not offered 2020-21

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish.

### **B323 Memoria y Guerra Civil**

Not offered 2020-21

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisite: at least one SPAN 200-level course.

### **ENGL B217 Narratives of Latinidad**

Spring 2021

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Latin American, Iberian, and

Latinx

### **ENGL B236 Latina/o Culture and the Art of Migration**

Not offered 2020-21

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Latin American, Iberian, and

Latinx

### **ENGL B274 Ethnic Speculative Fiction**

Not offered 2020-21

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative

fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms “visionary fiction.” Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Cross-Cultural Analysis (CC)

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Latin American, Iberian, and Latinx

### **GNST B245 Introduction to Latin American, Iberian and Latina/o Studies**

Not offered 2020-21

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Cross-Cultural Analysis (CC)

Counts toward Counts toward Latin American, Iberian, and Latinx

Counts toward Counts toward International Studies

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

Not offered 2020-21

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race&ethnicity and gender&sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Critical Interpretation (CI)

Counts toward Counts toward Africana Studies

Counts toward Counts toward Gender and Sexuality Studies

Counts toward Counts toward Film Studies

## **VISUAL STUDIES**

### **Faculty**

Below are the core Visual Studies faculty. Many other faculty contribute courses to the program; see the Courses section for a full listing.

#### **Core Faculty**

Kathryne Corbin, Senior Lecturer of French and Francophone Studies; Coordinator of Gender and Sexuality Studies; VCAM Faculty Fellow (2019/2020)

Victoria Funari, Visiting Senior Lecturer in Visual Studies

Yvette Granata, Visiting Assistant Professor of Visual Studies

Emily Hong, Assistant Professor of Anthropology and Visual Studies

Christina Knight, Assistant Professor of Visual Studies

Joshua Moses, Assistant Professor of Anthropology and Environmental Studies; VCAM Faculty Fellow (2019/2020)

John Muse, Visiting Assistant Professor in Visual Studies

Jennifer Pranolo, Visiting Assistant Professor of Visual Studies

Erin Schoneveld, Assistant Professor of East Asian Languages and Cultures, and Visual Studies; Director of Visual Studies (2019-2020)

The Interdisciplinary Visual Studies Minor invites students both to investigate their place in a global system of images and make images, objects, and digital artifacts with critical awareness. Additionally, the program trains students in interdisciplinary rigor and encourages them to examine the relationship between the visual and various structures of power.

Located in the new Visual Culture, Arts and Media facility (VCAM), Visual Studies links elements of the curriculum, campus, and broader community, highlighting the intersections between courses, faculty, students, departments, and Centers engaging the visual.

### **Learning Goals**

- *To teach students visual literacy*  
Students of Visual Studies will investigate their place in the global system of images. Through a Visual Studies framework students have the ability to describe, analyze, and negotiate an increasingly complex world of information technologies; the impact of these technologies on art, culture, science, commerce, policy, society, and the environment; and the interrelationship of these technologies with historical and material forms.
- *To engage students in critical making*  
Visual Studies creates curricular opportunities for students to make images, objects, and digital artifacts with critical awareness of their powers and limitations. Critical making, or thinking with process, encourages students to develop production skills which, when coupled with theoretical training and analytical rigor, will broaden their ability to improvise and problem- solve in a variety of disciplinary contexts.
- *To train students in interdisciplinary rigor*  
Visual Studies encourages conversation between scholars

working on the relationship between text and the visual, the nature of perception, cognition and attention, and the historic construction of looking. Visual Studies can help students perceive when disciplines are essential to understanding a subject, and when they can be combined for a more expansive or more precise critical engagement.

- *To guide students in an “ethics of the visual”*  
Visual Studies invites a return to the liberal arts as a process of creativity, critique, and reflection. It links creative expression to cultural analysis and social engagement, training a generation of theoretically informed makers, artists, innovators, teachers, and civic leaders. We invite students to examine the relationship between the visual and structures of power, to analyze the role of images in making consumers and to attend to the role that images play in constructing “others” through race, gender, or disability.

## Curriculum

The Visual Studies curriculum is organized to help students develop critical and creative engagement with visual experience across media, time, and cultures.

All students are required to take an introductory gateway course and a senior-level capstone course. The introductory course will cover a variety of disciplinary approaches to the field of Visual Studies, and will include guest lectures, field trips for hands-on learning, and an introduction to some form of making. The capstone course will consolidate a student experience of the interdisciplinary minor that integrates visual scholarship, making, and public engagement. Students will select their four elective courses from three categories: Visual Literacy, Labs/ Studio Courses and The Ethics of the Visual.

Students interested in the Interdisciplinary Visual Studies Minor should plan their course schedule in consultation with the Director of Visual Studies and with their major advisor. Please note: currently no more than one of the six minor credits may count towards the student’s major.

The minor will include six courses:

- The Introduction to Visual Studies gateway course, offered each fall (VIST H142)
- Four elective courses selected from three categories (please find a current list of approved courses on the Visual Studies website):
- *Visual Literacy*  
Courses that encourage students to describe, analyze, and negotiate the visual and the impact of digital and/or material technologies on art, culture, science, commerce, policy, society, and the environment
- *Labs/Studio Courses*  
Courses that create curricular opportunities for students to make images, objects, films and digital artifacts and develop a critical awareness of the relationship between process, product, and reception
- *The Ethics of the Visual*  
Courses that invite students to examine the relationship between the visual and social structures of power, analyzing the role of images in making consumers and attending to the role that images play in constructing “others” through such categories as race, gender, or disability

- A Capstone Seminar where students will work in small groups to research and propose a project that engages the larger campus community (VIST H399).

Both the Gateway and the Capstone courses must be taken at Haverford College. Additionally, at least two of the four elective courses must be taken at Haverford, Bryn Mawr, or Swarthmore in order to be counted for the Visual Studies Minor.

## Courses

NB: In addition to the following list, all courses in cognate departments (Fine Arts at Haverford, History of Art, Museum Studies, and Film Studies at Bryn Mawr) will count as electives in the Visual Studies Minor.

### ANTH H233 Decolonizing Visual Anthropology

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This is a hybrid video production and theory course which grapples with the entanglements between ethnographic film/documentary and colonial structures of power. We will bring a decolonizing lens to explore—through texts, screenings, and making films—major modalities in the field including sensory ethnography, indigenous media, and feminist experimental film. Crosslisted: Visual Studies, Anthropology Prerequisite(s): Sophomore standing

### ANTH H238 Visualizing Border/Lands Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course attends to the visual representations of the border, including film and photography, but also text and sound. Students will engage in their own creative and visual representations around the theme of borders for the final course assignment.

### ANTH H365 Advanced Readings in Visual Anthropology

Division: Social Science

In this course students will be introduced to seminal texts in theory and ethnographies of visual anthropology.

### ARTS H101 Arts Foundation-Drawing (2-D)

Division: Humanities

Domain(s): A: Creative Expression

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter’s eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork. Limited Enrollment 18

### ARTS H103 Arts Foundation-Photography

Division: Humanities

Domain(s): A: Creative Expression

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter.

## VISUAL STUDIES

### **ARTS H104 Arts Foundation-Sculpture**

Division: Humanities

Domain(s): A: Creative Expression

This is a seven-week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course

### **ARTS H106 Arts Foundation-Drawing**

Division: Humanities

Domain(s): A: Creative Expression

This is a seven-week introductory level course designed to provide an overview of basic drawing techniques addressing line, form, perspective, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and architecture. 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.

### **ARTS H107 Arts Foundation-Painting**

Division: Humanities

Domain(s): A: Creative Expression

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork.

### **ARTS H108 Arts Foundation-Photography**

Division: Humanities

Domain(s): A: Creative Expression

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter.

### **ARTS H121 Foundation Printmaking: Relief Printing**

Division: Humanities

Domain(s): A: Creative Expression

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. Enrollment limit -15

### **ARTS H122 Foundation Printmaking: Lithography**

Division: Humanities

Domain(s): A: Creative Expression

A seven-week course covering various techniques and approaches to Lithography, including paper plate preparation, drawing materials, editioning, black and white printing and

color registration. Emphasizing the expressive potential of the medium to create a personal visual statement.

### **ARTS H124 Foundation Printmaking: Monotype**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H142 Introduction to Visual Studies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **ARTS H217 The History of African-American Art from 1619 to the Present**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings.

### **ARTS H218 Chinese Calligraphy as an Art**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTS H224 Computer and Printmaking**

Division: Humanities

Domain(s): A: Creative Expression

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. enrollment limit: 12 Lottery Preference: Fine Arts Major and Minors

### **ARTS H229 Topics in Visual Studies: Roland Barthes and the Images**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **ARTS H231 Drawing (2-D): All Media**

Division: Humanities  
Domain(s): A: Creative Expression

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.

### **ARTS H233 Painting: Materials and Techniques**

Division: Humanities

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.

### **ARTS H243 Sculpture: Materials and Techniques**

Division: Humanities  
Domain(s): A: Creative Expression

This course is designed to give students an in-depth introduction to a comprehensive range of three- dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials and working with digital tools including a laser cutter and CNC equipment will be introduced in class. Course may be repeated for credit.

### **ARTS H251 Photography: Materials and Techniques**

Division: Humanities  
Domain(s): A: Creative Expression

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and- white photographic materials in analog or digital formats necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards.

Prerequisite: Fine Arts 103 or equivalent. Prerequisite: Fine Arts 103 or equivalent.

### **ARTS H253 The Theory and Practice of Conceptual Art**

Division: Humanities  
Domain(s): A: Meaning, Interpretation (Texts)

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble--without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.

### **ARTS H322 Experimental Studio: Printmaking: Lithography**

Division: Humanities  
Domain(s): A: Creative Expression

An advanced course exploring traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite(s): One course in printmaking or instructor consent

### **ARTS H331 Experimental Studio: Drawing (2-D)**

Division: Humanities  
Domain(s): A: Creative Expression

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.

### **ARTS H333 Experimental Studio: Painting**

Division: Humanities  
Domain(s): A: Creative Expression

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.

## VISUAL STUDIES

### **ARTS H343 Experimental Studio: Sculpture Division: Humanities**

Domain(s): A: Creative Expression

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor

### **ARTS H351 Experimental Studio: Photography**

Division: Humanities

Domain(s): A: Creative Expression

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.

### **ARTT B332 The Actor Creates: Performance Studio in Generating Original Work**

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

### **COML H142 Introduction to Visual Studies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **COML H205 Legends of Arthur**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the Arthurian legend, from its earliest versions to most recent retellings. The tradition of Arthurian tales is complex and various, combining Celtic and Christian mythologies. Sometimes called the 'matter of Britain' the Arthurian narrative has been critical in establishing national and ethnic identities ever since the Middle Ages. Medieval notions of

chivalry and courtly love also raise fascinating questions about the conflict between personal and private morality, and about the construction of both identity and gender.

### **COML H210 Spanish and Spanish American Film Studies Division: Humanities**

Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent.

### **COML H215 Tales of Troy**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the myth of the Trojan War and its role in the history of western literature and culture, focusing on the development and adaptation of the myth in literature, art, music, and film. All CSTS courses are taught in English and do not require knowledge of Latin or Greek. Crosslisted: Classical Studies, Comparative Literature

### **COML H223 Writing Nations: Africa and Europe**

Division: Humanities

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria.

### **COML H224 Germany/Berlin from a Transnational Perspective**

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course focuses primarily on the ways in which Germany/Berlin has influenced the visual imagination of American and other foreign artists, as well as a German immigrant artists, and Germans in the diaspora. While Germany without doubt has profoundly affected other countries worldwide. Germany and in particular the city of Berlin have also been shaped significantly by foreign influences, most recently during the recent refugee crisis in Europe. This course explores a variety of different visual media from film to the creation of museums. Taught in English with an extra session in German. Crosslisted: German, Comparative Literature, Visual Studies

### **COML H229 Topics in Visual Studies: Roland Barthes and the Image**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized

code of perfect illusions.” We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

**COML H245 Performance, Literature and the Archive**  
Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The ‘archive,’ as both an institutional and performance practice and a theoretical concept, has been one of the most studied sites in performance and literary studies. The hegemonic, patriarchal institution of the archive that constructs and perpetuates the canon and the master narratives of history while, marginalizing, silencing, and erasing the subaltern and the subcultural has been contested by the poststructuralist philosophers and critical theorists of the late 20th and early 21st century. A new concept of the archive transpired in the interdisciplinary fields of postcolonial, gender, cultural, and performance studies, one that is more utopian and more inclusive and is not limited by dominant repressive power structures and ideologies. This archive does not merely revisit the past to excavate the eradicated traces and silenced voices, but also, perhaps more importantly, opens the potential for a formerly unimaginable, and yet-to- be-imagined future.

**COML H255 Cinema Francais/Francophone et Colonialism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

**COML H262 Top German Cinema: #Metoo Women and Film**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Crosslisted: German, Comparative Literature

**COML H381 Visual Politics of Bondage**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course examines the visual politics of literatures of bondage, focusing on colonial Brazil/Amazon, the cross-temporal Indian Ocean World, and our contemporary moment of globalization. Our central course inquiry across the course will address the visual politics both nascent and full-fleshed in textual and imagistic representations of those extremely uneven power relations definitive of bondage, and is attentive across genres to the novel, painting, photography, and film. Cross-listed for English and Visual Arts. Prerequisite(s): Two 200-level courses in English or instructor consent

**CSTS H209 Classical Mythology**

Division: Humanities

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion

**CSTS H215 Tales of Troy**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the myth of the Trojan War and its role in the history of western literature and culture, focusing on the development and adaptation of the myth in literature, art, music, and film. All CSTS courses are taught in English and do not require knowledge of Latin or Greek. Crosslisted: Classical Studies, Comparative Literature

**EALC B110 Intro to Chinese Literature**

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. Taught in English.

**EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

**EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called “comics,” “graphic novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word- image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

**EALC B310 Advanced Readings in the Graphic Narrative**

This advanced seminar focuses on critical and theoretical approaches to the graphic novel. In the past several decades, a genre of “auteur comics” has emerged from the medium that are highly literary with a deep engagement between form and meaning. This seminar focuses on weekly close readings of such graphic novels with rigorous analysis of form and content. Primary text readings are supplemented with readings from literary theory, visual studies, and philosophy. Participants are expected to be comfortable with the application of literary critical theory and visual studies theory to texts. There are no prerequisites for the course, but due to the quantity and complexity of the reading material, some background in literary study is necessary. Students interested in taking this course in fulfillment of a major requirement in Comparative Literature or East Asian Languages and Cultures will need to discuss with

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me prior to enrollment. Preference given to students who have taken EALC B255.

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature & Fiction**

Division: Humanities

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

### **EALC H112 Myth, Folklore, and Legend in Japan**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

### **EALC H132 Japanese Civilization**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

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.

### **EALC H201 Introduction to Buddhism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

### **EALC H202 Visualizing Japanese Buddhism: Art, Religion, Philosophy**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Examines the principal modes, media, and contexts of visual culture in Japanese Buddhism. Includes 'virtual viewings' and trips to the Philadelphia Museum of Art. Prerequisite(s): Sophomore standing or above required; a background course in Buddhism or visual studies desirable

### **EALC H231 Pre-Modern Japanese Literature**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This is a course introducing classical and medieval Japanese literature, and also related performance traditions. No background in either East Asian culture or in the study of literature is required; all works will be read in English translation. (Advanced Japanese language students are invited to speak with the instructor about arranging to read some of the works in the original or in translation into modern Japanese.) The course is a chronological survey of Japanese literature from the tenth century to the fifteenth. It will focus on well-known texts like the Tale of Genji and the Pillow Book, both written by women, and the ballad-form Tale of the Heike.

### **EALC H247 Death and the Afterlife in East Asian Religions**

Division: Humanities

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions.

### **EALC H335 Japanese Modernism across Media**

Division: Humanities

This curatorial seminar examines the technological shifts and cultural transformations that have shaped Japanese artistic production and practice from the early 20th-century through the present day. Readings from pre-modern through contemporary sources, film screenings, and museum field trips, will be included. Prerequisite: Sophomore standing or higher. Enrollment limited to 15 students.

### **EALC H370 Advanced Topics in Buddhist Studies: Pure Land Buddhism in East Asia**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Advanced course on a topic chosen annually by instructor. The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history of Buddhism. The 2017-2018 iteration will focus on Pure Land Buddhism, and especially on visual culture and iconology. Prerequisite(s): EALC 201 or instructor consent



**ENGL B205 Introduction to Film**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

**ENGL B229 Movies and Mass Politics**

Division: Humanities

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and Communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

**ENGL H205 Legends of Arthur**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the Arthurian legend, from its earliest versions to most recent retellings. The tradition of Arthurian tales is complex and various, combining Celtic and Christian mythologies. Sometimes called the 'matter of Britain' the Arthurian narrative has been critical in establishing national and ethnic identities ever since the Middle Ages. Medieval notions of chivalry and courtly love also raise fascinating questions about the conflict between personal and private morality, and about the construction of both identity and gender.

**ENGL H208 Documentary Modernisms**

Division: Humanities

An examination of American modernist documentaries, including long-form poems, photo-texts, and films. Explores the impact of the Depression on modernist experimentation, and examines texts that refused the distinction between avant-garde aesthetics and politically-committed art. Prerequisite(s): WRPR150 OR one 100-level English course OR Introduction to Visual Studies

**ENGL H209 Third World Cinema: Desiring Freedoms, Freeing Desires**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course explores the central role of film in imagining decolonization and desire as entangled narratives in the Third World. Treating film as a text within specific cinematic traditions, we read for the ways in which Third World artists have interrogated the complex objectives of desiring freedoms and freeing desires for post/colonies.

**ENGL H247 Planetary Lines in World Literature and Film**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Mainly Anglophone eco-fiction, non-fiction, and films from North America, Latin America, Africa, Asia, and Oceania address a human-impacted ecology; course work such as midterm "translation" and hybrid final paper projects encourages students to collaborate across linguistic and disciplinary interests. The question of "world" as universal and "planet" as material are considered, with an emphasis on lines of difference generating worlds in World and material predicaments re-mapping the planet. Cross-listed for English and Visual Arts.

**ENGL H247B Planetary Lines in World Literature and Film**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Mainly Anglophone eco-fiction, non-fiction, and films from North America, Latin America, Africa, Asia, and Oceania address a human-impacted ecology; course work such as midterm "translation" and hybrid final paper projects encourages students to collaborate across linguistic and disciplinary interests. The question of "world" as universal and "planet" as material are considered, with an emphasis on lines of difference generating worlds in World and material predicaments re-mapping the planet. Cross-listed for English and Visual Arts.

**ENGL H252 Romantic Poetry & Criticism**

Division: Humanities

A reading of Blake, Wordsworth, Shelley, and Keats, with attention to early/late works and to the interfiliation of theory and poetry.

**ENGL H346 Topics in 18th-Century Literature: New(s) Media, Performance and Print Culture**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course explores a century of critical response and creative media innovation (1670-1770) in relation to questions about form, materiality, circulation, authority, and embodiment across genres. What structures control systems of knowledge and creative production in eighteenth-century Britain and how do these help us think about current incarnations of readership and form today? Our most ambitious texts will be Laurence Sterne's novel *Tristram Shandy*—a meditation on experimental fiction, mortality, history, and digression; and Anne Carson's experimental poem *Nox*. The course is part of the Philadelphia Area Creative Collaboratives initiative and will work closely with poet Anne Carson and Philadelphia theater group Lightning Rod Special. Some performance workshops and travel off campus will be required. Interdisciplinary students welcome. Crosslisted: English, Visual Studies Prerequisite(s): At least one 200-level ENGL course or instructor consent

**ENGL H361 Topics in African-American Lit: Representations of American Slavery**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Over the past three centuries African American writers have mined the rich vein of the experience of chattel slavery in the cause of literal and artistic emancipation. Slave narratives, as

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well as poetry, essays and novels depicting slavery, constitute a literary universe so robust that the term subgenre does it injustice. In work spanning the 18th-21st centuries, the reader will find pulse- quickening plots, gruesome horror, the most tender sentiment, heroism, degradation, sexual violation and redemption, as well as resonant meditations on language and literacy, racial identity, power, psychology, democracy, freedom and the American character. This course is an exploration of African American literature focused on literary representations of slavery in the Americas. Our discussions will incorporate history, but will foreground literary analysis. Prerequisite(s): Two 200-level English courses or instructor consent

### **ENGL H373 Topics in British Lit: British Cool**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Explores a recognizably “British” aesthetic that emerged in the UK and abroad throughout the twentieth century. This course will move beyond the shaken, not stirred, stereotypes to examine the diverse contours of what signifies as “cool” and “British” in our contemporary imaginations, and what such an aesthetic can tell us about our ideas of nationhood and ethnicity, and about the identities of the artists and communities who fashioned it.

### **ENGL H373B Topics in British Lit: British Cool**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

Explores a recognizably “British” aesthetic that emerged in the UK and abroad throughout the twentieth century. This course will move beyond the shaken, not stirred, stereotypes to examine the diverse contours of what signifies as “cool” and “British” in our contemporary imaginations, and what such an aesthetic can tell us about our ideas of nationhood and ethnicity, and about the identities of the artists and communities who fashioned it.

### **FREN B105 Directions de la France contemporaine**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

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.

### **FREN B217 Drawing Disasters: Trauma and Healing**

This course will address the question of trauma, resilience and survival through art, focusing on comics. We will address trauma from a geo-political, historical, sociological and literary perspectives looking at primary works from places as varied as: Europe (Croci), Lebanon (Abirached), Gaza (Sacco), Cambodia (Sera Ing), Iran (Satrapi) to name only a few. In the spring of 2018, those students participating in the cluster will be required to attend all presentations, lunches and labs as part of the cluster. They will attend the residencies taught by graphic

artists. There will be oral presentations and papers. For their final project, students will curate an exhibit on comics.

### **FREN H212 Grammaire avancée: Composition et conversation**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The principal objective of this course is to allow its participants to master the techniques of composition and to write with a growing ease in order to express themselves with pertinent and original ideas. Students will contribute to the creation of an online news blog and will experiment with writing different genres of journalism, as well as editing a televised news segment. Assigned readings on current news and films will be the subject of discussion. The course will allow students to improve their written and oral French, to revise certain important aspects of French grammar, to develop their analytical and critical senses, and to develop their knowledge of French and francophone culture. Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105

### **FREN H253 Introduction a la litterature et au cinema Quebecois**

Division: Humanities

Objective of the course is to introduce students to Quebecois literature through a representative sample of literary texts (poetry, novel and drama), from the Revolution Tranquille of the 1960s until today: what are its major themes, its main formal features, its cultural specificity? What are the historical and cultural contexts that have shaped it? Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105

### **FREN H255 Cinema Francais/Francophone et colonialisme** **Division: Humanities**

Domain(s): A: Meaning, Interpretation (Texts)

Cross-listed in Comparative Literature. A study of French and Francophone films dealing with the colonial and post-colonial experience. Humanities (HU).

### **GERM H223 Visualizing Nations: Africa and Europe**

Division: Humanities

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.

### **GERM H224 Germany/Berlin from a Transnational Perspective**

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course focuses primarily on the ways in which Germany/Berlin has influenced the visual imagination of American and other foreign artists, as well as a German immigrant artists, and Germans in the diaspora. While Germany without doubt has profoundly affected other countries worldwide, Germany and in particular the city of Berlin have also been shaped significantly by foreign influences, most recently during the recent refugee crisis in Europe. This course explores a variety of different

visual media from film to the creation of museums. Taught in English with an extra session in German. Crosslisted: German, Comparative Literature, Visual Studies

### **GERM H262 Top German Cinema: #Meetoo Women and Film**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Crosslisted: German, Comparative Literature

### **GNST B255 Video Production**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) 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.

### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include *Psycho*, *Being John Malkovich*, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.

### **HART B260 Modern Art**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course traces the history of modern art from the mid-nineteenth century through the mid-twentieth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during the modern period.

### **HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans

reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions— has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

### **HART B281 Museum Studies: History, Theory, Practice**

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the “new museology.”

### **HIST B284 Movies and America: The Past Lives Forever**

Division: Social Science

Domain(s): B: Analysis of the Social World

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

### **HIST H256 Zen Thought, Zen Culture, Zen History**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

### **HIST H317 Topics in Latin American History: Visions of Mexico Division: Social Science**

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course investigates representations of Mexico and “Mexicanidad” (Mexicanness, or Mexican identity), from the 19th century emergence of modern Mexico through the present. Our approach will be situated at the intersection of the history of images, social history and the study of visual culture. We shall analyze painting, photography, film, literature and history as we explore the emergence of modern Mexico as well as various historically situated representations of “Mexicanidad.” Though focused on the history of Mexico, the course will

## VISUAL STUDIES

conclude with a discussion of literary and visual representations of Mexican migrants to the United States. In 2018, students in History 317 will also participate in a photography exhibition at Haverford College's VCAM as well as outreach to local artists and migrants rights organizations.

### **HLTH H208 Disability and Super-Ability on Screen: From Bioethics to Social Justice**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts) Focusing on representations in film, this course examines ethical questions emerging from medical and social responses to disabilities and super-abilities and the consequences of those responses for human culture and for individual lives.

### **HLTH H304 Critical Disability Studies: Theory and Practice**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An examination of work in critical disability studies across a range of humanistic disciplines and an exploration of how disability theory and engaged community practice inform and shape one another. Includes a semester-long project in partnerships with the Center for Creative Works, a community artspace for artists with intellectual disabilities. Prerequisite(s): Students will be selected based on instructor evaluation of written applications. To access the application: preregister for the course, view your class schedule in the Student Center in Bionic (Main Menu > Self-Service > Student Center > Class Schedule), and click on the URL icon

### **ICPR H258 American Queen: Drag in Contemporary Art and Performance**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources.

Prerequisite(s): an intro course in Gen/Sex

### **MATH H199 First-year Seminar: Mathematics Beyond Calculus**

Division: Natural Science; Quantitative

Domain(s): C: Physical and Natural Processes

Half-credit course designed to introduce and convey the flavor of mathematics beyond the introductory core sequence in calculus and linear algebra. A selection of topics will be covered, varying from year to year. Prerequisite(s): MATH 215 is a pre- or co- requisite, or instructor consent

### **MATH H337 Differential Geometry**

Division: Natural Science

Domain(s): C: Physical and Natural Processes

A study of the differential geometry of curves and surfaces. Concepts covered include both the local theory (including metrics, curvature, and geodesics) and the global theory, including the Gauss-Bonnet theorem. Prerequisite(s): MATH 317 or MATH 216 with special permission, or instructor consent

## **MUSC H254 Tones, Words, and Images**

Division: Humanities

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction— and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. Among the composers represented are Mozart, Beethoven, Schubert, Schumann, Liszt, Wagner, Tchaikovsky, Thomas, Wolf, Fauré, Debussy, Dukas, Sibelius, Schoenberg, Stravinsky, Bartók, Puccini, Cage, and Glass; among authors Goethe, Eichendorff, Heine, Rückert, Bouilly, Poe, Baudelaire, Louÿs, Mallarmé, Maeterlinck, Balázs, Guiraud, George, Sardou, Auden, Updike, Joyce; in the visual realm Palladio, Friedrich, Rossetti, Monet, Benois, Roerich, Chagall, Kandinsky, Chihuly; choreographers Fokine, Nijinsky, Balanchine, Abrahams, Cunningham, Morris, Tharp. Prerequisite(s): any 100-level music course or its equivalent, or instructor consent

## **RELG H106 The Sense and Senses of Islam**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

## **RELG H201 Introduction to Buddhism**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

## **RELG H208 Poetics of Religious Experience in South Asia**

Division: Humanities

Domain(s): B: Analysis of the Social World

An examination of the aesthetics of epic poetry, drama, song, dance, architecture, sculpture, landscape and painting from South Asian religious traditions. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique.

## **RELG H209 Classical Mythology**

Division: Humanities

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented

in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion

### **RELG H223 Body, Sexuality and Christianity**

Division: Humanities

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed.

### **RELG H256 Zen Thought, Zen Culture, Zen History**

Division: Humanities

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

### **RELG H303 Religion, Literature and Representation: Images of Krishna**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

### **SOCL H221 Sociology of Art**

Division: Social Science

The aim of the course is to introduce the relationship between art, culture, and society. Prerequisite(s): SOCL 155A, or SOCL 155B, or permission of instructor

### **SPAN H210 Spanish and Spanish American Film Studies**

Division: Humanities

Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent.

### **VIST H142 Introduction to Visual Studies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to the trans-disciplinary field of Visual Studies,

its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visuality itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **VIST H203 Ukiyo-e: The Art of Japanese Prints**

Division: Humanities

This course explores the evolution of Japanese woodblock prints, artists, collectors, and exhibition practices from the 17th century through the present day. Crosslisted: East Asian Languages & Cultures, Visual Studies

### **VIST H204 Body Media: Wearable Technology and Digital Bodies**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course examines the convergence of bodies, media, and technology in the context of critical media arts practice and digital culture. It introduces students to critical design and media art production practices.

### **VIST H205 Physical Computing for Art & Design**

Division: Natural Science

Domain(s): A: Meaning, Interpretation (Texts); C: Physical and Natural Processes

An examination of the design and construction of interactive systems that respond to stimulus from the real world. Includes understanding basic electronic components in order to construct complex systems and tools to perform specific tasks. Prerequisite(s): An understanding of basic math and algebra, though no previous electronics or programming experience is necessary.

### **VIST H206 Fiction/Non-Fiction and the Exploration of Reality**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the evolution of "hybrid" cinema – film and media informed by documentary and fiction traditions - from the inception of the moving image to the present.

### **VIST H206B Fiction/Non-Fiction and the Exploration of Reality**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the evolution of "hybrid" cinema – film and media informed by documentary and fiction traditions - from the inception of the moving image to the present.

### **VIST H207 Modeling the Spectator**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course will examine the figure of the spectator as a historical subject of changing media environments. From an industrial to an informational image economy, it will survey theories and practices of spectatorship as they respond to the emergence of modern technologies of representation.

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### **VIST H208 Real Work & Dream Jobs: Art & Theories of Work**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An entry into theories of work, thinking critically and historically about the role of work in society, the promise of art as an ideal form of work, and the structural persistence of gendered, classed, and racial divisions of labor.

### **VIST H209 Film on Photography: Theory and Practice**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An introduction to media production. Students will study the relationship between film and photography by viewing, reading about, and making films that feature photographs as either evidence, icons, memento mori, or as the atom of cinematic form, that is to say, the single film frame, stilled. Crosslisted: Independent College Programs, Film Studies Limited Enrollment 15

### **VIST H210 Moving Image Media and Art Exhibition**

Division: Humanities

An introduction to the formal aspects of curating moving image media in relationship to other mediums in contemporary art.

### **VIST H220 Introduction to Digital Media Production: Moving Image and Time-Based Media**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course introduces students to the foundations of digital video production and time-based media as an art form. We will examine the history, theory, and practices of film, video, and the moving image in a visual arts context.

### **VIST H229 Topics in Visual Studies: Roland Barthes and the Image**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Visual Studies, Fine Arts, Comparative Literature

### **VIST H230 Postwar Japanese Cinema**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. Crosslisted: East Asian Languages & Cultures, Visual Studies, Environmental Studies

### **VIST H233 Decolonizing Visual Anthropology**

Division: Social Science

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This is a hybrid video production and theory course which grapples with the entanglements between ethnographic film/documentary and colonial structures of power. We will bring a decolonizing lens to explore—through texts, screenings, and making films—major modalities in the field including sensory ethnography, indigenous media, and feminist experimental film. Crosslisted: Visual Studies, Anthropology Prerequisite(s): Sophomore standing

### **VIST H243 Introduction to Documentary Video Production**

Division: Humanities

The craft and theory of documentary video production. The basics, including use of HD digital cameras, lighting and sound techniques, and nonlinear video editing, culminating in the completion of short documentaries during the semester. Attendance at weekly documentary screenings is required, Thurs 7:00-9:30pm.

### **VIST H253 The Theory and Practice of Conceptual Art**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble--without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.

### **VIST H258 American Queen: Drag in Contemporary Art and Performance**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Prerequisite(s): an intro course in Gen/Sex

### **VIST H278 Documentary Film and Approaches to Truth**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

This course explores the challenge of truth-telling in documentary film and video, through both practice and theory. What ideas and practices have documentarians engaged with to acknowledge, deny, undermine, complicate, and perhaps solve the problem of truth? Readings, film viewings, discussions, writing, and exercises in video production and editing lead to the creation of final videos by students.

### **VIST H305 Art and the Environment in East Asia**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts); B: Analysis of the Social World

This course examines the relationship between environment

and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies

### **VIST H315 Black Performance Theory**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

An interdisciplinary visual studies examination of how black performance reflects and shapes subject formation in America as well as the diaspora. Readings include live and recorded performances as well as historical and theoretical secondary sources. Prerequisite(s): 100 or 200-level course in either Africana Studies or Gender and Sexuality Studies or permission from the instructor.

### **VIST H343 Advanced Documentary Video Production**

Division: Humanities

Domain(s): A: Meaning, Interpretation (Texts)

The craft and theory of documentary filmmaking beyond the basics. Students produce fully-developed short documentaries, hone their camera and editing skills, and learn basic producer's skills, including proposal writing, legal frameworks, and distribution trends. Required attendance at weekly screenings, Thurs 7:00-9:30pm. Prerequisites: One introductory video production class or equivalent experience. (Students should enter the class having basic competency with video cameras and Adobe Premiere Pro editing software.)

### **VIST H346 Topics in 18th-century Literature: New(s) Media and Print Culture**

Division: Humanities

This course explores a century of polemic and performance in relation to more recent political, formal and legal debates about digital technologies. In particular we will focus on modernity's shifting visual representations of materiality and circulation; ownership, authority and license; citation, plagiarism and piracy. What structures control systems of knowledge production and dissemination in the eighteenth century and today? Our most ambitious text will be Laurence Sterne's strange novel *Tristram Shandy*—a brilliant meditation on experimental fiction, mortality, history, and digression for eighteenth-century and contemporary readers. Interdisciplinary students welcome. Crosslisted: English, Visual Studies Prerequisite(s): One 200-level English course or instructor consent

### **VIST H353 The Documentary Body: Advanced Media Production**

Division: Humanities

The theory and craft of documentary film through an exploration of representations of the body. Students produce short documentaries, hone camera and editing skills, and learn basic producing skills. Students may also explore new media forms. Required weekly screenings, Thurs 7:00-9:30pm. Prerequisite(s): One introductory video production class or equivalent experience or instructor consent. Students should enter the class having basic competency with video cameras and Adobe Premiere Pro editing software.

### **VIST H399 Capstone for Visual Studies Minors**

Division: Humanities

Examines art, writing and exhibition practices centering in particular cultural contexts. Explores artists and curators

who link art, identity, and politics, and the environment in their practice. Focuses on developing practical skills related to archival research, analysis of visual material and critical making. Prerequisite(s): Visual Studies minor

### **VIST H480 Independent Study**

Division: Humanities

### **VVIST H480B Independent Study**

Division: Humanities Independent Study

### **WRPR H164 Materiality and Spectacle in 19th Century United States**

Division: First Year Writing

Spectacles reflect, influence, and change cultural experiences, meaning, and understanding. This course will consider the materiality of spectacular nineteenth century US events through critical examination of historical accounts, primary research, and close readings of objects. Open only to first-year students as assigned by the Director of College Writing.

### **WRPR H184 Queer Contemporary Art**

Division: First Year Writing

This course examines a global range of contemporary artists who resist dominant modes of visual representation by investigating what it means to produce a queer aesthetic. How does a visual object enact queerness? How is this visual logic indebted to feminist, postcolonial, and critical race theories while also inflecting them anew? And what is the role of the image in inciting social change? This course explores, defines, and reassesses terms and various historical, political, and social developments around sexuality, gender, desire, HIV/AIDS, heteronormativity, homonormativity, and homonationalism, animating our visual literacy around what constitutes a queer gaze. Open only to first-year students as assigned by the Director of College Writing.

### **WRPR H187 Seeing through Diaspora**

Division: First Year Writing

This course treats migration as a political condition and considers the role of the visual in enacting and translating such realities to a larger audience. Students will assess theories of diaspora and transnationalism alongside experiences of human mobility (such as immigration but also indenture, dispossession, exilehood, and trafficking) to examine how the formal elements of artworks from the 20th and 21st centuries narrate and reshape these positionalities anew. Open only to first-year students as assigned by the Director of College Writing.

### **WRPR H190 Writing about Performance**

Division: First Year Writing

This course introduces students to the craft of writing in the discipline of performance studies—learning to write critically and creatively about theater, dance, performance art, film, and social practice. Students also study relevant models of performance scholarship emerging from the field. Prerequisite(s): First-year students as assigned by the Director of College Writing.

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