Academic Program

Excerpt from 2021–22 Bryn Mawr College Undergraduate Catalog
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. (1944)

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 Yamall Fund was established by a bequest from D. Robert Yamall, of Chestnut Hill, Philadelphia, who died on September 11, 1967. His mother, Elizabeth Biddle Yamall ’19, aunt Ruth Biddle Penfield ’29 and daughter Kristina Yamall-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 Updegraaff Allen ’42 and Ann T. Allen ’65 Endowed Scholarship Fund was established by Ann Updegraaff 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. Verney Scholarship Fund was established by friends of Elizabeth G. Verney ’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-semesters of physical education courses, including the required wellness class, THRIVE. They must also successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

Emily Balch Seminar Requirement

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

Quantitative Requirement

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

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

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

Foreign Language Requirement*

Before the start of the senior year, students must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. Students who are prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which they are proficient. 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)
- Fine Arts (Haverford College)
- French and Francophone Studies
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- History
- History of Art
- International Studies
- Latin
- Linguistics (Tri-College Major)
- Linguistics and Languages (Tri-College Major)
- Literatures in English
- Mathematics
- Music (Haverford College)
- Neuroscience (Bi-Co Major)
- Philosophy
- Physics
- Political Science
- Psychology
- Religion (Haverford College)
- Romance Languages
- Russian
- Sociology
- Transnational Italian Studies
- 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 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 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.

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.

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. Students should contact both their professor and their 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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>Explanation*</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Merit</td>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>Merit</td>
</tr>
<tr>
<td>3.3</td>
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<tr>
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</tr>
<tr>
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<td>F</td>
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</tbody>
</table>

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

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

Repeating Courses

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

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

Satisfactory Academic Progress

The 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

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. To determine eligibility for summa cum laude,
grade point averages are recalculated to include grades
covered by CR, NC and NNG.

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 3.93

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
from the Registrar 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
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
honors 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
Assistant Dean of International Student and Scholar Advising 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 and Wellness 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
leaves. 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. Withdrawal 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 “submatriculants” to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics and 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 (M.S.) 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 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 Law’s 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 cohort-based urban experience facilitates engagement with the complexity, diversity, innovation, and systems of the city.

Students enroll in two urban-focused courses from a variety of academic disciplines taught by Tri-Co faculty in Philadelphia. The 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. Artists, activists, city leaders 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.

The program will run in full in spring 2022, but in a modified format for the fall 2021 semester.

In the fall of 2021, in the aftermath of the pandemic, students can enroll in either of two stand-alone courses without joining a program cohort. The courses are Narrativity and Hip Hop (ENGL B216) and Urban Places, Historical Spaces: Society, Health and Social Justice in Philadelphia (HLTH H211).

When the program returns in full in spring 2022, program students will enroll in the core course, Power and Politics in Philadelphia (POLS H229) and one of the following elective courses: History of Architecture and Urbanism in Philadelphia (CITY B207) or Borders and Migration (POLS 031).

The full 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. Additional spaces in the courses are available to other Tri-Co students. 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.

Preparation for Careers in Data Science

Thanks to a generous gift from Betsy Zubrow Cohen ’63, undergraduates can now pursue studies in Data Science. The Data Science (DS) Program is an interdisciplinary
collaboration that includes a minor in Data Science and significant programming for all in the Bryn Mawr community. This programming includes workshops, guest speakers and ongoing discussion series. Through the minor and its general programming DS seeks to increase knowledge of data analytics, computational approaches, data-driven decision making, data structures and management, and the social and ethical implications of data across all the divisions of the College.

The Data Science Program also works closely with the Career and Civic Engagement Center to provide students with opportunities to pursue data science-related internships and jobs and to learn more about career paths in data science. Grants for summer internships and research are available through our Career and Civic Engagement Center.

**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.

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.

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; theses 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 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 to be added to the prelaw list serv 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/.

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 it’s 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.

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, 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.

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 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, 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.

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 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 Peace Prize.

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

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

The seminars are organized around fundamental questions in contemporary or classical thought that students will inevitably address in their lives, regardless of the majors they elect at Bryn Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

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

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

For more information and a list of current courses, visit www.brynmawr.edu/balch/

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/.

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**

Carol Bower, Senior Lecturer and Head Rowing Coach  
Victor Brady, Lecturer and Head Field Hockey Coach  
Carla Coleman, Lecturer and Head Basketball Coach  
Melissa Ellers-Salcedo, Instructor and Head Lacrosse Coach  
Jason Hewitt, Senior Lecturer and Head Coach of Cross Country and Indoor and Outdoor Track and Field  
Laura Kemper, Senior Lecturer and Assistant Athletic Trainer  
Hayley Kirby, Instructor and Head Volleyball Coach  
Pat McDevitt, Lecturer, Head Swim Coach and Aquatics Director  
Terry McLaughlin, Senior Lecturer and Head Athletic Trainer  
Paul Stinson, Instructor and Head Soccer Coach  
Kathy Tierney, Director of Athletics and Physical Education  
Doanh Wang, Senior Lecturer and Head Tennis Coach

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available 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-proiciency 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.

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**

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...
ACADEMIC OPPORTUNITIES

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 find 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 time blocks of fieldwork per week. Fieldwork is supported by appropriate readings and regular meetings with a faculty advisor. Students receive additional support from Praxis staff, who conduct an orientation for each semester’s Praxis cohort, provide online Moodle reflection activities, visit each student’s field site once a semester to meet with the student and their supervisor, and coordinate an end of semester digital or in-person Praxis showcase. 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. Haverford College students majoring or minoring at Bryn Mawr College are eligible for Praxis Independent Study. International students can also engage in Praxis Independent Study courses but require CPT authorization.

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 process includes completing a Praxis Independent Study Course Proposal Form, identifying a field site and faculty advisor (not required for the Praxis Fieldwork Seminar courses) and developing a Learning Plan. At least one semester ahead of time, students should review the resources available at https://www.brynmawr.edu/career-civic/academic-connections-praxis, attend an information session and/or schedule an appointment with one of the Praxis Program Directors, Nell Anderson and Liv Raddatz, for individual guidance with developing a Praxis Independent Study course. The course development timeline and Course Proposal Form for the coming semester can be found 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 504 Archaeology of Greek Religion
- CSTS B675 Interpreting Mythology
- FREN 672 Baudelaire
- HART610 Topics in Medieval Art
- GREK 630 Euripides
- MATH 522 Complex Analysis
- 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 Woenishoffer, 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 Woenishoffer 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 life.
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 the student who submits to the Department of English the best poem or group of poems. (1957)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadad. 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 (See Literatures in 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
International Studies
Latin
Linguistics (Tri-College Major)
Linguistics and Languages (Tri-College Major)
Literatures in English
Mathematics
Music (Haverford College)
Neuroscience (Bi-Co Major)
Philosophy
Physics
Political Science
Psychology
Religion (Haverford College)
Romance Languages
Russian
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 Literatures in 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 Transnational Italian Studies
- INDT Independent Programs
- JNSE Japanese
- LATN Latin
- LING Linguistics
- MATH Mathematics
- MEST Middle Eastern Studies
- MUSC Music
- NEUR Neuroscience
- 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 prefratory 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, Associate Provost and Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of International Studies
Linda-Susan Beard, Associate Professor of English (on leave semester I)
Susanna Fioratta, Associate Professor of Anthropology (on leave semesters I and II)
Chloe Flower, Assistant Professor of English on the Helen Taft Manning Professorship in British History
Ignacio Gallup-Diaz, Marjorie Walter Goodhart Professor of European History and Chair of History (on leave semester II)
Alessandro Giammei, Assistant Professor of Italian (on leave semesters I and II)
Jennifer Harford-Vargas, Associate Professor of Literatures in
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

**ANTH B202 Africa in the World**

Not offered 2021-22

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
Not offered 2021-22

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
Spring 2022

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

ARTD B138 Hip Hop Lineages
Fall 2021

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 pass/fail basis only.

Course does not meet an Approach
Counts toward Africana Studies

ARTD B141 African Diaspora: Beginning Technique
Fall 2021

The African Diaspora course cultivates a community that centers global blackness, dance, live music, and movement culture. Embody living traditions from a selection of peoples and countries including Guinea, Ghana, Mali, Brazil, and Cuba. Offered on a pass/fail basis only.

Cross-Cultural Analysis (CC)
Counts toward Africana Studies

ARTD B210 Sacred Activism: Dancing Altars, Radical Moves
Fall 2021

How do practices of embodiment, choreography, artistry, performance, testifying, and witnessing guide us to transformative and liberation action in our lives? This course excavates the adornment of beings/bodies and the making of sacred spaces for embodied performance, introspection, and ceremonial dance. We will take up the notion of the being/body as an altar and the importance of costume and garb in setting the scene for activism, ritual, and staged offerings. The cognitive has gotten us here, what might continuums of believing in the being/body unveil? Expect to dance, move, write, discuss, create projects, and engage in a variety of textual and media resources. We will work individually and collectively for communal learning. The content for this course will be steeped in the lives, cultures, and practices of black and brown folks. This is a writing and dance attentive course. No dance experience necessary, just courage to move.

Cross-Cultural Analysis (CC)
Critical Interpretation (CI)
Counts toward Africana Studies

ARTD B267 Diasporic Bodies, Continuous Revivals
Not offered 2021-22

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 is essential.

Cross-Cultural Analysis (CC)
Counts toward Africana Studies

ARTD B270 Diasporic Bodies, Citizenship, and Dance
Not offered 2021-22
AFRICANA STUDIES

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 the works of 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. No dance experience is necessary, but a willingness to move is essential.

Cross-Cultural Analysis (CC)
Critical Interpretation (CI)
Counts toward Africana Studies

ARTD B348 Dance Ensemble: African Dance Forms
Spring 2022
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 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

ARCH B101 Introduction to Egyptian and Near Eastern Archaeology
Spring 2022
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

CSTS B108 Roman Africa
Spring 2022
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
Not offered 2021-22
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 2021-22
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
Not offered 2021-22
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 2021
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 B308 Inquiries into Black Study, Language Justice, and Education
Not offered 2021-22
Growing out of the Lagim Tehi Tuma/“Thinking Together” program (LTT), the course will explore the implications for education in realizing the significance of global Black liberation and Black Studies—particularly in relation to questions of the suppression and sustenance of language diversity and with a focus, as well, on Pan-Africanism—by engaging with one particular community as a touchstone for learning from and forwarding culturally sustaining knowledge. Prerequisites: Two courses, at least one in Education, with the second in Africana Studies, Linguistics, Sociology, or Anthropology; or permission of the instructor.

Course does not meet an Approach
Counts toward Africana Studies
Counts toward Education
Counts toward Praxis Program

ENGL B104 The Global Short Story
Spring 2022
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
Fall 2021
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
Counts toward Latin American, Iberian, and Latinx Studies

ENGL B217 Narratives of Latinidad
Not offered 2021-22
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
Counts toward Praxis Program

ENGL B222 “Afro-Futurism”
Not offered 2021-22
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 Adeyemi, 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 2021-22
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?

ENGL B236 Latina/o Culture and the Art of Migration
Not offered 2021-22
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/o/as and Latina/o/as 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/o/as 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.

ENGL B239 African American Poetry
Spring 2022
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.

ENGL B262 Survey in African American Literature
Not offered 2021-22
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.

ENGL B274 Ethnic Speculative Fiction
Not offered 2021-22
This course will explore how Latina/o/as, Latin Americans, African Americans, and Native Americas 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.

Counts toward Latin American, Iberian, and Latinx Studies

ENGL B279 Introduction to African Literature
Not offered 2021-22
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 2021-22
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 2021-22
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 2021-22
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 2021-22
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 B363 Toni Morrison and the Art of Narrative Conjure
Spring 2022
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
Counts toward Latin American, Iberian, and Latinx Studies

ENGL B374 African-American Childhoods
Fall 2021
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 B381 Post-Apartheid Literature
Not offered 2021-22

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

ENGL B388 Contemporary African Fiction
Not offered 2021-22

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

FREN B208 La diversité dans le cinéma français contemporain
Spring 2022

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 B224 Racisme et antiracisme en France
Fall 2021

Co-constructed with students, this course considers the genealogy of French racism as a socio-political construct and as a system of domination. We will analyze how racism "made in France" was designed, theorized, and deployed, but we will also study how its legacy is deconstructed and questioned by contemporary artists whose work focuses on the French colonial history. Art will be examined as a response to the violence of racism and discrimination - a process by which creators find their agency, their voice, and their strength, emancipating the person from the victimization framework. The class will be taught in French and will include interactions with the artists.

Critical Interpretation (CI)
Inquiry into the Past (IP)
Counts toward Africana Studies

HART B279 Exhibiting Africa: Art, Artifact and New Articulations
Spring 2022

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
Not offered 2021-22

This is a topics course. Course content varies.
Course does not meet an Approach
Counts toward Africana Studies

HIST B102 Introduction to African Civilizations
Fall 2021

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
Not offered 2021-22
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
Fall 2021
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
Counts toward Peace, Justice and Human Rights

HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750
Not offered 2021-22
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 provided a framework though 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 B236 African History since 1800
Section 001 (Fall 2020): Africa since 1800
Section 001 (Fall 2021): Africa since 1800
Fall 2021
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.

Current topic description: The course deals with the continuities and transformations of African societies and cultures in the context of European colonial rule, capitalist exploitation, urbanization, and westernization. Special attention will be paid to the options available to the Africans and the choices they made in colonial situations and after independence. The course will also introduce students to the sources and methods in history as well as to various historical interpretations 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 2021): Public History in Africa
Not offered 2021-22
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 B243 Topics: Atlantic Cultures
Section 001 (Spring 2022): Maroon Communities - New World
Section 001 (Fall 2020): Maroon Societies
Spring 2022
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
Fall 2021
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 (Spring 2021): Cities, Epidemics, Pandemics
Section 001 (Fall 2021): Cities, Epidemics, Pandemics
Section 001 (Fall 2020): Hist of Global Health Africa

Fall 2021
This is a topics course. Topics vary.

Current topic description: In the recent decades, the world has experienced an increasing threat for public health from the emerging infectious diseases that have provoked epidemics and pandemics. The course will focus on the impact of epidemics and pandemics on cities in Africa. We will discuss the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will examine the histories of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. We will explore various themes, such as the anxiety and panic caused by the disease outbreaks; the state, medical, and popular responses; the politics of disease control; the conflicts of interests between the interests of commerce, public health, and civil liberties; and the health disparities within cities. We will focus on the colonial and postcolonial cities in Africa. We will also explore the questions regarding the sources of African history and their quality.

Counts toward Africana Studies
Counts toward Gender and Sexuality Studies
Counts toward Health Studies
Counts toward International Studies

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

Not offered 2021-22

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

Counts toward Africana Studies
Counts toward Gender and Sexuality Studies

Counts toward Latin American, Iberian, and Latinx Studies

**HIST B349 Topics in Comparative History**

Section 001 (Fall 2021): European Competition/Indgns
Fall 2021
This is a topics course. Topics vary.

Current topic description:
Counts toward Africana Studies
Counts toward Museum Studies

**HLTH B115 Introduction to Health Studies**

Fall 2021
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

**INST B210 Popular Uprisings in Global Perspective**

Spring 2022
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)
Counts toward Africana Studies
Counts toward Latin American, Iberian, and Latinx Studies
Counts toward Middle Eastern Studies

**INST B301 Politics of Aid and Humanitarianism**

Spring 2022
This course explores the relationship between humanitarian aid, politics and the legacy of colonialism. Our goal will be to historicize and contextualize humanitarian policies and practices through specific case studies which can include, but will not be limited to: Haiti, Sudan, USA, Sri Lanka, Yemen,
Palestine, Somalia, Brazil, Nicaragua and the Philippines. We will use these case studies to explore topics such as the militarization of aid and the politicization of emergency assistance. We will also be looking to non-traditional sources such as novels, films, NGO documents and congressional hearings to gain insight from the perspectives of those impacted by and/or shaping humanitarian policies and practices. Finally, we will examine the ways ‘non-Western’ actors and humanitarian organizations are reshaping the field of humanitarianism and relationships across the Global South more broadly.

Counts toward Africana Studies
Counts toward Latin American, Iberian, and Latinx Studies
Counts toward Middle Eastern Studies

ITAL B213 Theory in Practice: Critical Discourses in the Humanities
Spring 2022

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 Africana Studies
Counts toward Gender and Sexuality Studies
Counts toward Film Studies

ITAL B312 Black, Queer, Jewish Italy
Not offered 2021-22

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

PE(D) B111 Hip-Hop Lineages
Fall 2021

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

POLS B350 Equalities and Inequalities in Politics and Society
Not offered 2021-22

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 B243 African and Caribbean Perspectives in World Politics
Spring 2022

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
SOCL B225 Women in Society
Fall 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
Counts toward Latin American, Iberian, and Latinx Studies

SOCL B229 Black America in Sociological Perspective
Not offered 2021-22
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 B257 Marginals and Outsiders: The Sociology of Deviance
Not offered 2021-22
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 2021
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 B321 The Black American Intellectual Community
Not offered 2021-22
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,

Counts toward Africana Studies

SOCL B322 Thinking with Trans: Theorizing Race and Gender
Not offered 2021-22

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. Within the major, students may complete a concentration in Geoarchaeology.

Faculty
Casey Barrier, Associate Professor of Anthropology
Nicholas Carby Denning, Visiting Assistant Professor
Aisha Chuhtai, Laboratory Coordinator
Susanna Fioratta, Associate Professor of Anthropology
(on leave semesters I and II)
Melissa Pashigian, Associate Professor of Anthropology
Justin Reamer, Laboratory Coordinator
Maja Seselj, Associate Professor of Anthropology on the Clowes Professorship in Science and Public Policy
Amanda Weidman, Associate Professor and Chair of Anthropology and Director of the Center for Social Sciences

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

Major Requirements
Requirements for the major are ANTH 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology: archaeology, bioanthropology, linguistics or sociocultural. ANTH B303 fulfills the major writing intensive requirement.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include ANTH 101, 102, 303, 398 and 399. (ANTH 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, Environmental Studies, Gender and Sexuality Studies, and Health Studies. In addition, Anthropology cross-lists several courses with Biology, Classical and Near Eastern Archaeology, German, Growth and Structure of Cities, History, 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 2021
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 2021, Spring 2022
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**
Not offered 2021-22

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 B204 North American Archaeology**
Not offered 2021-22

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**
Not offered 2021-22

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.

Inquiry into the Past (IP)
Scientific Investigation (SI)
Counts toward Health Studies

**ANTH B208 Human Biology**
Spring 2022

This course will be a survey of modern human biological variation. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. A major component of the class will be the discussion of the social implications of these patterns of biological variation, particularly in the construction and application of the concept of race. Prerequisite: ANTH 101 or permission of instructor.

Counts toward Health Studies

**ANTH B209 Human Evolution: Debates in Paleoanthropology**
Not offered 2021-22

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.

Counts toward Health Studies

**ANTH B213 Anthropology of Food**
Not offered 2021-22

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 B216 Transnational Movements Across the Americas
Spring 2022
Globalization has enabled the movement of people, the trade of goods, and the exchange of culture and ideas but it has also created unprecedented problems such as inequality, exploitation, and environmental crisis. However, the networks formed by globalization have also created exciting opportunities for activists to organize across borders, tackle issues of global concern, and develop creative solutions. This course will introduce students to the study of transnational social movements with a focus on the Americas. We will make use of ethnographic case studies, documentary film, and an interdisciplinary social science literature to examine transnational movements on a variety of themes such as: human rights, the rights of indigenous peoples, the environment, biodiversity conservation, climate justice, the alter-globalization movement, and the rights of nature. Students will learn about the historical context of transnationalism, theories of social movement and collective action, the study of networks of non-governmental organizations (NGOs), and the strategies mobilized by transnational actors to advocate on issues of social and environmental justice. Prerequisite: Sophomore standing and up; or first years who have taken Anth 102

Cross-Cultural Analysis (CC)
Counts toward Latin American, Iberian, and Latinx Studies

ANTH B220 Theory and Method in Archaeology
Spring 2022
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 B235 Comparative Colonialism in Latin America
Not offered 2021-22
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 2021-22
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
Not offered 2021-22
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, and 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 2021-22
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 2021-22
The goal of this course is to develop an awareness of how language operates in various interactional and other (e.g. 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
Not offered 2021-22
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 B254 Anthropology and Social Science Research Methods
Fall 2021
This course is designed for students interested in learning ethnographic and qualitative social science methods, and how to analyze qualitative results. Through hands on fieldwork, students will learn and practice ethnographic field methods, for example, observation, participant observation, interviewing, use of visual media and drawing, life stories, generating and analyzing data, and ways to productively transform qualitative data into contextual information. Ethics in ethnographic research will be a central theme, as will envisioning and designing projects that protect human subjects. The purpose of this course is to provide anthropology majors and students in social sciences, humanities, as well as STEM majors with interests in multi-method research, an opportunity to learn methods in advance of their thesis proposal and research. Hanna Holborn Gray summer research, and other social science independent research opportunities during their undergraduate experience, and post-graduation.

Course does not meet an Approach
Counts toward Environmental Studies

ANTH B259 The Creation of Early Complex Societies
Not offered 2021-22
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).

ANTH B281 Language in Social Context
Not offered 2021-22
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