
ACADEMIC CATALOG

2015-16

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HAVERFORD
COLLEGE

Archived

ACADEMIC CALENDAR

SEMESTER I

Aug 26	First year and transfer students arrive
Aug 30	Residence Halls open for returning students,
Aug 31	Classes begin at Haverford, Bryn Mawr, and Swarthmore
Aug 31	Registration
Sep 7	Labor Day – Classes not in session
Sep 9	Registration ends
Sep 18	Last day to request Pass/Fail, 1st Quarter courses
Sep 18	Last day to drop a credit at Haverford and Bryn Mawr
Oct 9	Last day to request Pass/Fail, Full semester course
Oct 9	Fall Break begins at 4 p.m.
Oct 19	Classes resume at 8:30 a.m.
Oct 23	First quarter classes end
TBA	Family and Friends Weekend
Oct 26	2nd Quarter class begin
Nov 2	Pre-Registration for spring semester begins
Nov 4	Last day to drop 2nd Quarter course
Nov 13	Last day to request Pass/Fail, 2nd Quarter courses
Nov 13	Pre-Registration for spring semester ends
Nov 25	Thanksgiving break begins at 4:00 p.m.
Nov 30	Classes resume at 8:30 a.m.
Dec 11	Classes end at Haverford; optional Reading Day
Dec 11	All papers (except those in lieu of exams) due
Dec 14-18	Final Examination Period
Dec 18	Semester ends-Final exams due at 12:00 p.m.
Jan 4	Final grades due in Registrar's Office by 12:00 p.m.

SEMESTER II

Jan 18	Martin Luther King Day, Classes begin at Swarthmore
Jan 19	Classes begin at Haverford and Bryn Mawr
Jan 19	Registration begins
Jan 22	Last day to uncover P/F courses from prior semester
Jan 27	Registration ends
Feb 5	Last day to request Pass/Fail, 3rd Quarter courses
Feb 5	Last day to drop a credit at Haverford and Bryn Mawr
Feb 26	Last day to request Pass/Fail, Full Semester courses only
Mar 4	3rd Quarter classes end
Mar 4	Spring break begins at 4 p.m.
Mar 14	Classes resume at 8:30 a.m.
Mar 23	Last day to drop 4th Quarter class
Apr 1	Last day to request Pass/Fail, 4th Quarter courses only
Apr 4	Pre-Registration for fall semester begins
Apr 15	Pre-Registration for fall semester ends
Apr 15	Major Declaration Forms due in Registrar's Office
Apr 15	Returning students' Financial Aid Applications due
Apr 29	Classes end at Haverford and Bryn Mawr
Apr 29	All papers (except those in lieu of exams) due
Apr 30-May 3	Reading Period
May 2-May 4	Senior Comprehensive Examinations
May 4	Final Exam Period begins
May 7	Final examinations for Seniors due at 5:00 p.m.
May 9	Senior Grades due in Registrar's Office by 5:00 p.m.
May 14	Commencement at Haverford and Bryn Mawr
May 20	Final grades due in Registrar's Office by 12:00 p.m.

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THE COLLEGE

STATEMENT OF PURPOSE

Haverford College is committed to providing a liberal arts education in the broadest sense. This education, based on a rich academic curriculum at its core, is distinguished by a commitment to excellence and a concern for individual growth. Haverford has chosen to remain small and to foster close student/faculty relationships to achieve these objectives.

The College's rigorous academic program is flexible in form and content to meet the needs of individual students, and rests on the assumption that the able students who come here will use their capacities fully. Haverford's faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to students their enthusiasm and high standards. The faculty members are teaching at an undergraduate college of arts and sciences by choice and they expect to learn, as well as to teach, in this close relationship with undergraduates.

The full resources of the College, in and out of the classroom, are designed to promote the personal and intellectual growth of students. Through an ambitious program of visiting lecturers and cultural activities, a conscious effort to recruit faculty and students representing diverse backgrounds and perspectives, student self-governance and service programs, an athletic program focused on participation and the scholar-athlete, and through day-to-day living in a residential community, the College seeks to broaden and enrich each person's development. Students are asked to give of themselves, even as they draw new strength from others. We seek to foster the pursuit of excellence and a sense of individual and collective responsibility throughout the entire environment.

Haverford strives to be a college in which integrity, honesty, and concern for others are dominant forces. The College does not have as many formal rules or as much formal supervision as most other colleges; rather it offers an opportunity for students to govern their affairs and conduct themselves with respect and concern for others. Each student is expected to adhere to the Honor Code as it is adopted each year by the Students' Association.

Haverford College, while a non-sectarian institution, has Quaker origins which inform many aspects of the life of the College. They help to make Haverford the special college that it is, where the excellence of its academic program is deepened by its spiritual, moral, and ethical dimensions. These show most clearly in the close relationship among members of the campus community, in the emphasis on integrity, in the interaction of the individual and the community, and in the College's concern for the uses to which its students put their expanding knowledge.

HISTORY

Haverford was founded in 1833 as Haverford School by a group of New York and Philadelphia Quakers who sought to create an institution of learning grounded in Quaker values. Though we are nonsectarian today, our Quaker roots influence many of our values and processes.

In the beginning, a seven-member faculty educated 21 Quaker boys in Greek, Latin, natural and moral philosophy, mathematics, and literature in that first year. Students lived, ate, and took classes in Founders Hall, a building that currently houses meeting rooms, faculty offices, and College administration, including the Office of the President.

By the turn of the 20th century, Haverford had become a national institution, competing for students and faculty with leading institutions in the nation. Although Haverford began admitting women as first-year undergraduate students only in 1980, Haverford's commitment to educating women began as early as 1917 and has been greatly strengthened by cooperation with Bryn Mawr College, which was also founded by Orthodox Friends. Today, women comprise half of Haverford's student body, and the Bi-College (Bi-Co) relationship continues to enrich the academic, cultural, and extracurricular offerings of both institutions.

Haverford has evolved into a college with both a wide-ranging academic program (students study topics from Biophysics to Peace and Conflict Studies, though we still offer Latin) and a diverse scholarly community. Today, with over 100 faculty members and a coeducational student body, Haverford enrolls nearly 1200 students each year representing a wide variety of ethnic and religious backgrounds and a wide geographic area.

FACILITIES

LIBRARIES

The five Haverford libraries provide resources and services that support the teaching, learning and research needs of the Haverford community.

Librarians work with students—both on and off campus—at all stages of their projects, from first-year seminar assignments to senior theses. Whether in group presentations, individual research, advisory tutorials, or at the Research Help Desk, librarians help students refine their topics and research questions, locate and obtain relevant research materials, analyze and use the material effectively and ethically, and think critically about their topics and related source material.

Librarians work with faculty to design printed materials, poster sessions, online guides (available at libguides.haverford.edu), and workshops that focus on general research capacities or are tailored to the work of specific courses or disciplines. The instruction program is a vital complement to coursework because it introduces library resources, research strategies, and evaluative skills that enable students not only to be more confident researchers, but also to see research as an intensive iterative process in which research questions and the search for sources mutually inform each other.

In collaboration with Research & Instruction Librarians and colleagues from across the college, the Digital Scholarship Team in the library works with faculty, students and staff to create and explore scholarship in new forms. Whether research is curricular or extra-curricular, or whether it is long or short term work, students and faculty rely on the library colleagues for resources, tools and assistance to help conceive, plan, and generate knowledge at the intersection of digital technology and traditional scholarly questions.

Magill Library, a popular space at the heart of the campus, houses the majority of the collections for the social sciences and humanities, while branch libraries in the Koshland Integrated Natural Sciences Center, the Observatory and

Union Building serve the needs of students and faculty in the sciences, astronomy and music respectively. The Quaker and Special Collections Library is an internationally significant repository for both printed and manuscript material about the Society of Friends that also includes important manuscript, rare book, and photograph collections.

Access to all collections is available through Tripod, the integrated library system shared with Bryn Mawr and Swarthmore Colleges. This on-line tool provides members of the tri-college community with access to a combined collection of 2.4 million volumes, including a wide variety of books, journals, photographs, manuscripts, music scores, and audio-visual resources. The system (*available at tripod.haverford.edu*) also includes access to thousands of full-text electronic books and journals, and it permits users to request items from the other consortium libraries. Regular delivery of circulating materials makes Tripod resources from Swarthmore or Bryn Mawr libraries available to the Haverford community within 24 hours. Our inter-library loan program provides access to research material beyond the tri-college collections.

The Libraries offer public programs including lectures, workshops, exhibitions and other events that foster curricular and co-curricular learning. Internships engages students in a range of complex and interesting research projects from exhibition curatorship to digital exploration.

For more information about the collections and services of the libraries, please consult the Library's website (library.haverford.edu) or pay us a visit. We look forward to working with you in meeting your scholarly needs.

SCIENCE FACILITIES

The Departments of Astronomy, Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology are housed in the state-of-the-art Marian E. Koshland Integrated Natural Sciences Center (KINSC). The KINSC is also home to interdisciplinary Areas of Concentration in Biochemistry and Biophysics

and scientific computing as well as to the minor in Neuroscience. These departments and programs are served by a common computational suite; a modern and spacious science library with on-line access to the collections of Haverford, Bryn Mawr, and Swarthmore in addition to access to virtually every scientific journal; a 120-seat auditorium; additional smaller modern classrooms; and numerous informal interaction spaces. Increased opportunities for learning and collaboration at the interfaces between science disciplines are a special feature of the facility.

ASTRONOMY

Facilities for the Astronomy Department include the William J. Strawbridge Observatory given in 1933 and built around an earlier structure. The observatory has its own library, classroom and workspace for departmental students. There is an astrophysics research lab in Stokes Hall that contains 8 computers and an informal discussion space. Telescope resources include a computer-controlled 16-inch Schmidt-Cassegrain telescope with three CCD cameras; a CCD spectrometer; a 12-inch Schmidt-Cassegrain telescope; three portable 8-inch telescopes with outside piers; and a 4-inch solar telescope. In addition to these on-campus facilities, each major is offered the opportunity to travel to another observatory, such as Kitt Peak National Observatory where Haverford has a share of a 0.9 m research class telescope. The astronomy library in Strawbridge contains 3,000 bound volumes; we have electronic subscriptions to all of the primary astronomy journals. Haverford is part of an eight-college consortium that provides research assistantships for a summer students exchange program, grants for student travel to outside observatories, and a yearly symposium at which students present their research.

BIOLOGY

The Biology Department is housed in Sharpless Hall and East Wing of the KINSC. The Department includes three new and recently renovated teaching laboratories, nine fully equipped faculty research laboratories, a media preparation facility, tissue culture rooms, instrument rooms, dark rooms, constant temperature rooms, and a microscopy suite. The Department has the equipment to support a sophisticated cell and molecular biology curriculum and the research programs of the faculty including: -70 degree freezers, liquid

nitrogen storage, incubators and shakers for microbial and tissue culture work, tissue culture hoods, multiple digital imaging systems, ultracentrifuges for preparative and analytical uses, refrigerated centrifuges, spectroscopic tools such as UV-vis spectrophotometers and a circular dichroism spectropolarimeter, two BD Biosciences flow cytometers (a FACSCalibur and a FACSAria), JEOL transmission and scanning electron microscopes, a Nikon confocal microscope, stereo and fluorescence microscopes, FPLC and HPLC instruments, ELISA readers, and multiple PCR machines including an RT-PCR instrument.

CHEMISTRY

Facilities in the Chemistry Department, located in the East Wing of the KINSC, enable students to use modern and state-of-the-art research grade instrumentation at all levels of study. There are four laboratories for course work, three instrument rooms, specialized equipment rooms, and a walk-in cold room. Eight additional laboratories provide space in which students conduct research jointly with the faculty. There is a laser laboratory equipped with nitrogen-dye, neodymium-YAG, Argon ion, and diode lasers and detection systems for time-resolved fluorescence and Raman spectroscopic studies. Computational facilities include Windows and UNIX-based workstations which allow students to explore molecular structure and properties using Gaussian, GAMESS and Insight/Discover computational packages. Major equipment items available for use by students in structured courses and in research tutorial work include a Bruker Avance 200MHz Nuclear Magnetic Resonance spectrometer, an Agilent 500MHz Nuclear Magnetic Resonance spectrometer with an Auto Xdual-band probe, an Agilent 1100 SL Liquid Chromatograph/Mass spectrometer, a Perkin Elmer Clarus-500 Gas Chromatograph/Mass Spectrometer, a Shimadzu 2014 Gas Chromatograph with a flame ionization detector, a Nicolet Magna 550 and two Perkin-Elmer Spectrum 1000 Fourier transform infrared spectrometers, a Bruker Vertex 70 FT-IR with photovoltaic MCT detector and temperature dependent sample capability, a Nicolet 6700 FT-IR, equipped with a NXR FT-Raman Module and optional Pike Technologies MIRacle attenuated total reflectance accessory, a Hitachi F-7000 Fluorescence Spectrophotometer, an Agilent Model 8453 UV/VIS Spectrophotometer, a Jasco

V-570 UV-Vis spectrophotometer, a Perkin Elmer Lambda 2 UV-Vis spectrophotometer, and a Shimadzu 160U UV-visible spectrophotometer, a Hi-Tech SF51 and an Olis RSM stopped flow spectrometers, an MBraun Unilab glove box, a Perkin-Elmer 341 polarimeter, a Princeton Applied Research 273 electrochemical potentiostat, Advanced Measurement Systems Voltammetry System, three Rainin high-performance liquid chromatographs equipped with a Dynamax Model UV-1 detector (two systems) or a Dynamax Model-UV-DII detector (one system), and one Hewlett-Packard HPLC with a DAD detector, a GE ÄKTApurifier FPLC system with a Frac-920 fraction collector, a Bio-Rad BioLogic Workstation, two VirTis benchtop lyophilizers, a GBC-Difftech MMA powder X-ray diffractometer, a Buck Scientific Accusys 211 Atomic Absorption Spectrophotometer, an Applied Biosystems 433A Peptide Synthesizer, equipped with a Perkin Elmer Series 200 UV/Vis detector, a Rainin PS3 automated peptide synthesizer, and a ProteinSolutions DynaPro dynamic light scattering instrument, a CEM Microwave Accelerated Reaction System, Biotage Initiator+ microwave synthesizer, a TA Instruments TGA Q-500 Thermogravimetric Analyzer, a TA Instruments low volume nano-Isothermal Titration Calorimeter, an Agilent GC/MS System, a Fischer Isotemp Freezer, and a Fischer Muffle Furnace. In addition to these items, more standard laboratory equipment such as colorimeters, Büchi Rotavapor instruments with Thermo Neslab RTE 740 circulation baths, vacuum lines, Carbolite PF30 ovens and various convection and vacuum ovens, Carbolite CWF 100 box furnaces, pH meters, Mettler-Toledo and Sartorius micro, analytical and regular balances, gas generators, and high-precision electrical and optical equipment are available and used in instructional work.

The computer science, mathematics, and physics programs, housed in the Hilles and Harris wings of the KINSC, use computers for symbolic manipulation, scientific/numerical computation, and the acquisition and analysis of laboratory data.

COMPUTER SCIENCE

The Computer Science Department maintains two laboratories. The Computer Science Teaching Lab (KINSC H110) is the primary workspace for students completing course assignments.

Computer Science classes are held in this lab, as well as lectures from visiting researchers. There are ten Linux workstations, plus a Linux lab server. The instructor can make presentations using the lab server or a laptop in conjunction with an AV system. Students in the Teaching Lab can access their work on the local CS server or on the campus storage server. Secure remote access is available via standard Internet tools (e.g., ssh, sftp, scp, cvs). A laser printer is available in this room for student use.

Students can enter the Teaching Lab at any time of the day using the campus One Card (student ID). Student Lab Assistants staff this room in the evenings (Sundays through Thursdays) to provide support for programming projects, along with help to resolve technical questions. Applications available include programming languages (e.g., C, C++, Python, Scheme and Java), as well as tools for logic circuit design, compiler design/implementation, concurrency, and graphics. Mathematica and LaTeX are used for symbolic/numeric computation and typesetting. These workstations also use OpenMP and MPI for parallel computation in conjunction with course work as well as research.

The Computer Science Lounge (KINSC H111) is adjacent to the Teaching Lab. This space is primarily for informal meetings and discussions. Current periodicals in computer science are available in this lounge to complement the resources in the Science Library upstairs from the Lab.

The Computer Science Research Lab (KINSC L310) is as a workspace for students involved in upper level courses, in ongoing research projects, and in work to supplement a senior thesis. The Research Lab is also available for seminar classes, meetings and smaller presentations. Currently, there are four workstations (Linux, Macintosh and Windows available) in the Research Lab designed to support student learning as well as faculty research.

MATHEMATICS

In addition to the shared computing facilities in the Harris wing of the KINSC, the Mathematics Department maintains a pair of adjacent rooms in the basement of Hilles; one functions as a classroom for courses that incorporate computer use into collaborative learning, and

the other serves groups of students who need to use Mathematica or Matlab alongside other specialized mathematics and typesetting software. Five evenings a week these rooms, H011 and H012, are staffed by mathematics majors and faculty, who transform it into the Math Question Center, open to students in both beginning and advanced courses who need encouragement and assistance while working on projects and homework. Students also work alone and together in the comfortable math lounge on the second floor of Hilles, immediately adjacent to math faculty offices and workspaces. There is also a small computer room adjacent to the math lounge. From all of these spaces students have wireless access to the campus network. The four laptops in H011 and the 12-16 desktop machines in H012 are available for student use when these rooms are not reserved for classes or discussion sessions.

PHYSICS

Facilities for the Physics Department in the KINSC include three well-equipped laboratories for instruction, all featuring computerized data acquisition systems. The facilities for intermediate and advanced lab courses include a thin metal film deposition system, a chemical vapor deposition system (mostly used for making carbon nanotubes), microfabrication facilities, a cosmic ray experiment, atomic spectroscopy experiments, an instructional scanning tunneling microscope, and equipment for experiments in micro-fluidics, among many others.

The department also has twelve lab rooms for research involving students, in four areas of research. The laboratory for nano- and molecular electronics houses two atomic force microscopes, two high-resolution optical microscopes, photoelectronic characterization equipment (including Ar ion and HeCd lasers), a UV-vis spectrometer, and an ultrahigh vacuum chamber. The biophysics laboratory includes a Langmuir trough for fabricating synthetic ion channel biomembranes and a video fluorescence microscopy system for studies of model membrane systems. The nonlinear dynamics and fluids laboratory includes state-of-the-art systems for digital image collection and instrumentation for remote measurement of fluid flow and particle velocities. Computational science is currently undergoing rapid growth in physics with the acquisition of a 24 processor high

performance Linux cluster (Babbage) in physics, with potential to expand to 52 processors and the recent purchase of an additional ten research machines for a shared computational research room. Faculty from physics and astronomy, biology, chemistry, mathematics and computer science are working together to maximize the curricular benefits of these activities, including the enrichment of computational concentrations within existing departments, and opportunities for undergraduates to participate in computational research in all departments within the KINSC.

The department uses a variety of technical software in its courses and research, including Mathematica, MatLab, Python and Origin. This software is available on computer clusters throughout the science center (including the computers in the physics lounge), and also can be installed on student-owned computers in dorm rooms via a key-server system.

PSYCHOLOGY

The Psychology Department occupies the upper two floors of Sharpless Hall in the KINSC. Computers are used throughout psychology for experimental presentation, data collection, statistical analysis, and the simulation of mental and biological processes. The department utilizes the common KINSC computational suite, which includes 20 workstations equipped with E-Prime and SPSS software. In addition, five laboratory suites are devoted to faculty and student research. The cognition laboratory includes a computer-controlled Midi keyboard and music synthesizer system capable of generating a wide variety of stimuli for studies in perception and memory. Other equipment includes audio-sound systems, VCRs, and a computer-interfaced response system for data collection. The biological psychology laboratory includes a teaching facility, an animal colony, equipment for computer-controlled experiments in animal learning and behavior, and equipment for the recording of physiological responses in humans. The cognitive neuroscience lab contains a 40-channel Neuroscan EEG system for recording electrical activity in the human brain during cognitive performance tasks. The social psychology laboratory includes computerized questionnaire design and response stations, as well as equipment to record dyadic interactions and experience-based reactions. The personality

laboratory houses computers for questionnaire and interview design and analysis as well as space for the audio and video recording of life-story interviews.

INSTRUCTIONAL AND INFORMATION TECHNOLOGY SERVICES (IITS)

INSTRUCTIONAL TECHNOLOGY

IITS offers many services that support faculty and students with teaching and learning. Our Instructional Technology team assists faculty with creating digital teaching resources to increase students' engagement, and help students deepen their learning in various ways.

Our computer lab, the Instructional Technology Center (ITC), located in Stokes 205, is a space for students to work on media projects with assistance from professional staff. The ITC also houses multimedia equipment that students can check out, including video cameras, DSLR cameras, and voice recorders.

Our lecture capture system is available to all students and faculty. The faculty primarily uses it to record lectures, which are uploaded to Moodle for students to review. Students can also use the lecture capture system to improve presentation skills.

In addition to various workshops the ITS offers, students have unlimited access to many training videos on software, technology, creative skills, and business skills offered through lynda.com. We work with students to find and provide appropriate technologies to succeed at Haverford and beyond.

OTHER IITS SERVICES

Computers are an integral part of a Haverford education. Every member of the Haverford community has access to web-based email, collaboration tools and private network storage space, and much of our campus—including every dorm space—has wireless network access.

Many courses mix online discussion groups, web resources and other electronic resources with traditional lectures, in-class discussions and printed materials for a full and varied learning environment.

The IITS ProDesk, located in Stokes Hall, provides computing support for the College community. There is no requirement for students to bring their own computers to Haverford, but the vast majority do.

Even though most students have their own computers, most students still make use of the College's public computer labs where they have access to a generous array of software and printing resources available free of charge. Located in Roberts Hall, the Haverford College Apartments (HCA) and Magill Library, these public labs contain a mix of Macs and PCs configured with high-speed Internet access and supported software.

Both the Roberts and HCA Labs are available to students 24/7 with access via their Haverford One Card.

Additional computer equipment is available in the Instructional Technology Center (also located in Stokes Hall) and in the KINSC's departmental labs in Biology, Chemistry, Math, Computer Science and Physics and Astronomy. These departmental computers have special hardware or software for students taking classes in those disciplines. Some of these labs are also available for general use.

The College provides Internet access campus wide through both wired and wireless networks. Note, wired networking is not available in Kim and Tritton Halls, the College's newest dorms. Those dorms have wireless network access only. The network is free to all members of the Haverford community.

Faculty and students living off-campus can connect to our network from their homes and access the same networked resources using VPN over their personal broadband network. IITS supports a standard suite of software for web browsing, word processing, web development and other needs. In addition, campus provided virus protection software is required for all users on our network. All supported software is available for use in the public labs and most of this software is free or site licensed by Haverford and may be used on computers connected to the campus network in offices and dormitories. Our website ([iits](#)).

haverford.edu) lists these specific supported software packages.

In addition to the standard supported software mentioned above, Haverford often makes special software available for use in particular classes. For example, music students may be given assignments to use ear-training software, whereas chemistry students may use software for molecular modeling. Such software is made available in public labs, and may also be available on our network or at academic pricing.

Faculty use one of several computer classrooms for hands-on computer sessions, or use projection equipment in a standard classroom to provide computer-aided instruction and demonstrations. Additionally, faculty may make certain computer resources available outside of the classroom, by posting resources on their Moodle course. Faculty also make specific software or information available in the public labs, departmental labs or the library, or they work with students in collaborative online projects.

Many of the services provided by IITS are available through the work of our student assistants. Students help at the IITS ProDesk and assist with hardware repairs, install software, assist with system administration and work with faculty on various projects. All students are welcome to apply to be student assistants. In addition to the pay, these students obtain extensive computer training.

In addition to the above, IITS provides a variety of other services that may be of interest. For more information, please refer to our website (iits.haverford.edu).

FINE ARTS

- The Bettye Bohanon Marshall Fine Arts Center opened in 1987 and contains studios for painting and drawing, photography. The painting/drawing studio is equipped for creating oil/acrylic painting, mixed media work, and work on paper. The photography facilities are composed of darkrooms (black/white and color) are outfitted with the latest enlargers and a 26-inch roller processor for printing color. Additional digital facilities are also located in photography area. There are also storage areas,

student and visiting artists exhibition space (Atrium gallery) and faculty offices.

- The foundry building, completed in 2005, has sculpture workshops for wood-working, clay, plaster, welding, and bronze casting. Printmaking is currently located in Locker Building adjacent to Ryan Gym. In spring 2009, the printmaking studio was moved from Arnecliffe at Bryn Mawr College to the Locker Building (adjacent to Ryan Gym). It is a fully equipped studio with facilities in Digital, Etching, Lithography, Silkscreen, Relief, and a darkroom process for all photographic plates.
- Fine Art senior studios are located in Parker House, including nine individual studios with 24-hour access.
- The Cantor Fitzgerald Gallery, named for the Cantor Fitzgerald Company and dedicated in honor of Howard W. Lutnick '83, is located off the Atrium of the Whitehead Campus Center. It provides a simple yet elegant environment for historical and contemporary art exhibitions. The exhibition program serves both the College community and the Philadelphia area. Students are encouraged to participate in all aspects of the program, from installing works of art to writing essays for exhibition catalogs published by the gallery. Exhibited works come from the College's collections and from loaned collections of individuals, galleries, and museums. In addition, each spring the gallery shows works by graduating Haverford and Bryn Mawr Fine Arts majors. The gallery is open throughout the academic year and is free to the public.
- The College's art collections, housed in Special Collections of Magill Library, are inventoried and available for study.

MUSIC MUSIC BUILDING

The Department's activities are carried out at two locations on Haverford's campus. Our principal space, Union Music Building, houses offices for faculty and staff, two main classrooms, the intimate MacCrate Recital Hall, the Music Library and listening room, a choral and orchestral library, and areas for storage of instruments and equipment. The classrooms are outfitted with high-end playback equipment, overhead and video capability, and are digitally equipped for laptop projection and internet access. The

Department also manages and utilizes Marshall Auditorium of Roberts Hall, which stands adjacent. Marshall is a location for rehearsals and concerts, especially those involving larger ensembles and audiences. There are additional practice rooms and teaching spaces in the basement of Marshall. The stage is outfitted with both flexible and fixed lighting arrays, adaptable to a variety of performance activities large and small.

PIANOS/KEYBOARD INSTRUMENTS

Haverford's Music Department possesses 25 pianos. 11 of these are grands from the golden age of piano manufacturing with names like Steinway, Bechstein, and Mason and Hamlin. Chief among them is the 9 and ½ foot, 97 key Bösendorfer Imperial concert grand Model 290, from Vienna. Three of our grands—the Bösendorfer, and two Steinways used for piano lessons—are equipped with the SALA adjustable lever action developed by David Stanwood. This unique feature allows both the student and the concert artist to set the touch and feel of the keyboard to his or her personal preference. A complement of 9 studio uprights and 4 digital pianos completes the list. Other keyboard instruments in the Department's collection include a Schlicker two-manual Baroque style organ, a Shortridge-Jacquet two-manual harpsichord, and a five-octave Zuckerman clavichord. Additional upright and digital pianos can be found elsewhere on campus in the GIAC, Dining Center, and Campus Center.

ORCHESTRAL INSTRUMENTS

The orchestral/chamber music program offers an instrument loan collection including 8 string instruments plus bows and 10 woodwind/brass instruments, and boasts an inventory of nearly 100 pitched and non-pitched percussion instruments housed in their own dedicated backstage room, among them a classic Mustel celesta.

UNION MUSIC LIBRARY

The Department is fortunate to be in a position among only 28% of peer institutions that have an embedded music library. The Union Music Library offers a suite of services that includes instruction on how to conduct music research, support for scholarly and practicum projects, technical assistance with digital music applications such as notation and sound editing software,

analog-to-digital format conversion, and much more.

There are 20,000 items (including scores, chamber music, CDs, DVDs, audio and video tapes and LPs) in the collection, plus an additional 11,700 items (complete editions and books on music) held centrally in Magill Library. Essential and online resources, such as Oxford Music Online, JSTOR, Project MUSE, IIMP, RILM, Naxos Music Library, Naxos Video Library, DRAM, Smithsonian Global Sound, and Contemporary World Music, to name a few, are available.

Beyond these 30,000+ items, the Music Department's and students' access to music materials is supplemented by Tri-College Consortium (TRIPOD) participants Bryn Mawr and Swarthmore Colleges, who possess over 12,500 and 32,000 items respectively, resulting in extremely robust and impressive holdings.

ATHLETICS

OUTDOOR FACILITIES INCLUDE:

- Walton Field/Johnson Track: renovated in 2015 includes a grass surface for soccer with an eight-lane 400-meter Rekortan M99 track surface
- Swan Field: a FieldTurf surface for competition and practice in field hockey, men's lacrosse and women's lacrosse and practice for men's soccer, women's soccer, baseball and softball
- Class of 1888 Field: practice for soccer and club sports
- Merion Fields: club sports and intramurals
- Featherbed Fields: two practice venues soccer, lacrosse, club sports and intramurals
- Featherbed Throwing Venue: practice and competition site for javelin, discus, shot, hammer and javelin
- Class of 1995 Field: softball
- Cope Field: cricket
- Kannerstein Field and Randall Diamond: baseball
- Bramall and Marshall Courts: 12 all-weather tennis courts: six named for Norman Bramall and six for Bettye Marshall.

INDOOR FACILITIES INCLUDE:

- The Douglas B. Gardner '83 Integrated Athletic Center (GIAC), a 100,000-square-foot gymnasium built to U.S. Green Building Council/Leadership in Energy and Environmental Design "Gold" certification, includes
- 1,200-seat Calvin Gooding '84 Arena with three full wood-floor basketball courts converting to varsity basketball, volleyball, and badminton game courts
 - Swan Multipurpose Room, primarily for aerobics, dance, and martial arts
 - Andy Kates fencing salle
 - Five international squash courts
 - A conference room with state of the art equipment for video analysis
 - 7,200-square-foot Arn '76 and Nancy Tellem Fitness Center
 - Offices for all members of the athletic staff and a sports medicine suite
 - Thomas Glasser '82 Hall of Achievement, which provides the opportunity to recognize major figures in Haverford's storied athletic history
 - Extensive locker rooms for athletic teams, the student body and college staff
 - The Safety and Security Department

The Alumni Field House, donated by alumni and friends of the College in 1957, provides additional extensive facilities for athletics and recreation.

- Renovated in 1984 and 1997, the 58,000 square-foot facility was resurfaced in 2008 as a premier competition site to include four tennis courts and a 200-meter oval that comprise The Gary Lutnick Tennis & Track Center.
- The four-lane, 200-meter Haddleton Track includes several pits for jumping and pole vaulting, and is home for College and community meets.
- The Field House also contains two batting cages and a "playing field" for such sports as field hockey, lacrosse, soccer, baseball, softball and basketball.

RESIDENCE HALLS

Haverford offers a variety of housing options and styles.

- Barclay Hall, Gummere Hall, Leeds Hall, Lloyd Hall, and the North Dorms (Comfort, Jones and Lunt Halls) are traditional style residence halls with capacities ranging from 60 to 156 students. Most of the rooms are singles arranged in suites for two to six students.
- Tritton and Kim Halls, house 80 students each, in single rooms that open onto the hall.
- Haverford College Apartments (HCA) is a complex comprised of garden-style, two story apartment buildings with one and two bedrooms apartments.
- First-year students are assigned housing in one of four residence halls: Barclay Hall, Gummere Hall, Tritton Hall, and in five designated first-year buildings at HCA. Upper-class students can live in any of the residence halls or apartments.

There are five houses, originally private dwellings, which now serve as housing for students:

- La Casa Hispanica houses students interested in the cultures and civilizations of the Spanish-speaking world. It contains a faculty apartment and housing for six students.
- Cadbury House houses students who want a substance-free and quiet environment. It contains a faculty apartment and has housing for 13 students.
- The Ira De A. Reid House, known also as the Black Cultural Center, houses six students interested in the cultures and politics of Africa and the African Diaspora who seek a culturally supportive environment.
- Yarnall House and the Henry S. Drinker House, house 13 and 18 students, respectively.

ACADEMIC CENTERS

CENTER FOR PEACE AND GLOBAL CITIZENSHIP (CPGC)

The Center for Peace and Global Citizenship (CPGC) advances Haverford's longstanding commitment to peace and social justice through research, education and action. The CPGC integrates innovative scholarship and responsible civic engagement around contemporary issues of global significance. With its commitment to knowledge as the foundation for effective action, the Center embodies Haverford's scholarly and ethical mission as a premier liberal arts college. The Center fulfills this mission by sponsoring a broad menu of programs. These include:

- domestic and international summer internships: Since 2000, the Center has funded more than 500 students to pursue projects in 50 different countries and the United States;
- on-campus events: The Center arranges visits by speakers, activists and academics to engage members of the Haverford community in meaningful dialogue on issues of peace and global citizenship;
- off-campus activities: The Center funds students to attend conferences and workshops, to conduct field research, and to collaborate on service-learning projects locally and abroad;
- Post-graduate fellowships: The Haverford House Fellowship Program connects the campus community with efforts to create a more socially just, healthy and vibrant Philadelphia region. Six fellows from each graduating class are selected for year-long fellowships working with nonprofit organizations and leading independent projects; post-baccalaureate fellowships in Mexico and India provide recent graduates the opportunity to explore social justice via a 6–10-month placement with a local NGO;
- faculty/curricular support: The Center supports faculty in their efforts to integrate experiential learning and research on issues of peace, social justice and global citizenship into their teaching. For more information on the Center and its programs, visit haverford.edu/CPGC.

CPGC STAFF

Parker Snowe '79

CPGC Executive Director

Anne Preston
Academic Director

Donna Ruane
Administrative Coordinator

Janice Lion
Associate Director, Domestic Programs

Chloe Tucker '07
Associate Director, International Programs

Stephanie Zukerman
Program Assistant

Marlen Lofaro
Cafe Manager

THE JOHN B. HURFORD '60 CENTER FOR THE ARTS AND HUMANITIES (HCAH)

The HCAH seeks to enhance the intellectual and cultural life at Haverford by fostering challenging exchange among faculty, students, and diverse communities of writers, artists, performers, thinkers, activists, and innovators. From its offices and seminar room in Stokes Hall and the Cantor Fitzgerald Gallery in Whitehead Campus Center, the HCAH sponsors programs that promote relationships between classic humanistic study and contemporary intellectual, artistic, and ethical currents in the wider public world. Among its ongoing initiatives are annual Faculty and Student Seminars, reading groups, artist residencies, and other opportunities to enrich the humanities curriculum through innovative collaborations across departmental boundaries.

- Generous support from the Andrew W. Mellon Foundation made possible an endowment that supports two Mellon Post-Doctoral Fellows each year. This program brings to campus recent humanities Ph.D.s to work with faculty (in their first year, the Faculty Seminar), with students (with two courses each year) and with the wider community (in a public symposium mounted during each fellow's second year), while allowing

significant time and resources for their own research.

- The HCAH funds summer programs, including Student Research Assistantships supporting the scholarly work of Haverford faculty, independent Student Research Fellowships, and Student Internships—with host organizations such as The Philadelphia Museum of Art, FringeArts, and the Pennsylvania Humanities Council.
- Through Center-sponsored symposia, presentations by renowned scholars and artists, Tuttle Creative Residencies, and its college exhibition program, the HCAH also enhances the intellectual and cultural life of the Haverford community and the public at large. A generous alumnus provides annual funding for student-proposed arts projects.

For a complete description of the HCAH, its various programs and a calendar of upcoming events, visit haverford.edu/hcah.

HCAH COORDINATORS

Deborah Roberts

HCAH Director and William R. Kenan Jr.
Professor of Classics and Comparative Literature

Emily Carey Cronin

Programs and Administrative Manager

James Weissinger '06

Associate Director

Matthew Seamus Callinan

Associate Director, Cantor Fitzgerald Gallery and
Campus Exhibitions

Kerry Nelson

Financial and Administrative Assistant

THE MARIAN E. KOSHLAND INTEGRATED NATURAL SCIENCES CENTER (KINSC)

The KINSC aspires to catalyze and facilitate programming that maintains Haverford's position at the leading edge of academic excellence in the sciences. To achieve this, the KINSC promotes scientific scholarship involving close collaboration between faculty and students and provides opportunities for these collaborations to expand beyond the borders of the Haverford campus through intentional engagement with the national and international scientific communities.

In accordance with this vision, programs run by the KINSC offer a diverse and flexible set of funding opportunities designed to support the ambitions of students and faculty in the sciences. The KINSC provides support for projects that enhance student and faculty scholarship, including travel grants for training, research and dissemination of results (i.e., at scientific meetings), and funding for both on- and off-campus student summer research. In addition, the KINSC has paid stipends and travel expenses for several students working on international collaborative research projects involving Haverford faculty members.

Special grants opportunities are available to faculty members to support the development of disciplinary and interdisciplinary initiatives than enhance student learning and scholarship. Increasingly, the KINSC works cooperatively with the Center for Peace and Global Citizenship and the John B. Hurford '60 Center for the Arts and Humanities to support projects that include, and extend beyond, the natural sciences, such as in the areas of public health or environmental studies.

For a complete description of the KINSC, its various programs and a calendar of upcoming events, visit haverford.edu/KINSC.

KINSC STAFF

Judith Owen

KINSC Director and Elizabeth Ufford Green
Professor in the Natural Sciences

Marielle Eaton

Program Coordinator

STUDENT SUPPORT & CAMPUS RESOURCES

Haverford has a number of student support services and resources. Please visit The Offices and Resources page of the College website for more information.

haverford.edu/deans-office-student-life/offices-resources

DEAN'S OFFICE

The Office of the Dean of the College at Haverford encompasses a variety of individuals and resources whose primary goal is to enhance students' experiences by providing support in all areas of their lives. All Haverford students have access to both an academic advisor and a dean, whose roles are distinct but complementary. The Deans do offer academic advice, but also offer help in a variety of other ways, such as counseling students on available on- or off-campus resources or talking through immediate and/or future plans. And while Deans see many students who are in need of support during a time of difficulty, they are also available to see any student who just wants to share a concern, discuss a campus issue or celebrate an accomplishment. Each of the Deans has designated student advisees, as well as an individual portfolio: academic affairs (including scholarship and fellowship advising), student life, international study, the first-year experience, multicultural affairs, and career and professional advising.

haverford.edu/deans-office

Office Hours

Monday–Friday: 9 a.m.–5 p.m.

A dean is on-call 24 hours and reachable through Campus Safety at (610) 896-1111.

HEALTH SERVICES

The Mission of the Haverford College Health Services is three-fold:

- to provide health information and education to encourage students to make healthy life style choices;
- to provide quality primary health care to students;
- to promote the personal and intellectual growth of students by encouraging self care/wellness for the maintenance of general health.

To make an appointment with the physicians, nurse practitioner, or women's health care coordinator, please stop by Morris Health Services or call (610) 896-1089.

haverford.edu/health-services

CAMPUS SAFETY

Campus Safety can be reached from campus phones at x1111. Call from off campus or a cell phone at (610) 896-1111 or press the red emergency button on any Blue Light Phone. Campus Safety is open 24/7 throughout the year and is located in the Gardner Integrated Athletic Center (GIAC), adjacent to the Campus Center.

If you are in physical danger or have physical injuries which require immediate attention, call Campus Safety or 911. A Safety or police officer will respond right away.

If you have experienced sexual misconduct, you are encouraged to directly contact anyone listed on the On-Campus or Off-Campus resources pages on the Sexual Misconduct website:

haverford.edu/sexual-misconduct

In the event of a campus-wide emergency, the campus community will be notified through a variety of mechanisms including an audible alert system (siren and voice), the Haverford College website, e-mail, voice mail and personal contact.

The College also has an Emergency Procedures Plan in place to quickly and effectively address any situation that might arise. You should review this plan on the Campus Safety website (www.haverford.edu/safety).

Campus Safety is also responsible for the registration of motor vehicles which park on College property, the issuing of parking permits, the collection of parking fees and fines as well as the enforcement of parking regulations.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Services are available during the academic year without charge to all full-time Haverford students. The staff at CAPS listens carefully to the concerns students have about their lives, in a safe, supportive and confidential setting. Students speak about a wide range of topics that upset, frighten, confuse, thrill, sadden, or anger them. Working collaboratively with counselors helps students better understand what factors are contributing to their concerns. Greater insight and awareness helps students regulate their lives and better determine what decisions they want to make. Over the past 5 years, on average 28.5% of the student enrollment had at least one consultation with a counselor.

Office Hours

Monday-Friday: 9 a.m.—5 p.m. With limited availability before 9 and after 5.

Drop In Hour: 11 a.m.—12 p.m.

To make an appointment call or email Patty Rawlings at prawling@haverford.edu or (610) 896-1290, or use our online scheduling form at www.haverford.edu/caps.

In the event of a psychological crisis or emergency after hours call Campus Safety at 610-896-1111.

OFFICE OF DISABILITIES SERVICES (ODS)

The Office of Disabilities Services (ODS) aligns with Haverford College's mission to promote an increased sense of independence and confidence in students, and a concern for individual growth. We strive to accommodate and develop the whole person, in and out of the classroom. The ODS works to promote self-advocacy, reflection, and self-determination in individuals, as well as an understanding and celebration of neurodiversity on the campus as a whole. Haverford College's rigorous academic program is flexible in its form and content so as to meet the needs, interests, and strengths of individual students. The small size of the College also allows faculty and staff to pay attention to each student's unique needs, and work with them on an individual basis. ODS works collaboratively with each student applying for accommodations to determine eligibility, and to identify the accommodations that are necessary and helpful to the student without altering the fundamental nature of the academic

program. Students are strongly encouraged to contact ODS as early as possible for additional information and to discuss their needs.

haverford.edu/ods

CENTER FOR CAREER AND PROFESSIONAL ADVISING (CCPA)

The Center for Career & Professional Advising (CCPA) fosters career exploration, professional growth for students and alumni, networking and outreach with employers.

haverford.edu/ccpa

Office of Academic Resources

The Office of Academic Resources (OAR) offers students an array of services designed to enhance their academic potential and supplement the many academic and enrichment opportunities already available to them through their course work and research at Haverford College.

haverford.edu/oar

OFFICE OF ACADEMIC AFFAIRS

The Office of Academic Affairs coordinates an array of services geared to support the academic needs and promote the best academic interests of all Haverford students.

haverford.edu/academic-affairs

ATHLETIC DEPARTMENT

The Athletic Department is committed to the belief that physical education is an integral component of each student's liberal arts education and offers a wide range of athletic opportunities for both men and women designed to meet the diverse and changing interests of its students body within the college's mission of excellence and individual growth.

www.haverfordathletics.com

CUSTOMS

Customs is Haverford's First-Year Experience program, which includes a five-day orientation immediately preceding the fall semester. It is a yearlong program that involves nearly 200 upperclass students supporting, in a multiplicity of ways, the first-year class in their transition from high school to college life at Haverford.

haverford.edu/customs

DINING SERVICES

Dining Services is comprised of the Dining Center, The Coop, and Catering. The mission of Haverford College Dining Services is to contribute to a student's life experience in a way that will provide a positive social dining

atmosphere. For menus, meal plans, nutrition and allergy information, sustainability facts, and more visit: haverford.edu/diningservices

EIGHTH DIMENSION

8th Dimension is Haverford's Office of Community Service. We exist to provide community service opportunities to all members of the Haverford Community and to promote service and experiential learning as part of a well-rounded education.

blogs.haverford.edu/8D

FIRST-YEAR EXPERIENCE

After Customs Week is over, there are a plethora of people and resources all readily available to help you successfully transition into college life.

blogs.haverford.edu/firstyear

FIG

FIG is an independent student-run organization at Haverford College for students with interests in computers, web design, programming, and other computing resources. FIG works closely with both Instructional & Information Technology Services and the Haverford Students Association.

fig.haverford.edu

HONOR COUNCIL

Through the Honor Code, Haverford students enjoy a bond of trust and mutual respect that shapes all aspects of their academic and community lives. The Honor Code encompasses both the academic and social spheres of life, influencing everything from the spirit of intellectual inquiry to personal interactions.

honorcouncil.haverford.edu

INTERNATIONAL STUDENTS SERVICES

The International Students Services Office (ISSO) was created to provide support to all international students during their academic studies at Haverford College. The office provides a variety of resources, including assisting students with maintaining legal status and adjusting to the United States culture.

haverford.edu/international-students

OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs (OMA) sustains and carries out Haverford College's commitment to diversity by supporting student programs, faculty initiatives, and curricular

innovations that cultivate a vibrant and multifaceted intellectual community.

haverford.edu/oma

PRE-HEALTH

The Pre-Health Office serves Haverford students and alumni who are interested in the health professions, including medicine, osteopathy, public health, dentistry, nursing, podiatry, physical therapy and more.

haverford.edu/pre-health-advising

PRE-LAW

If you are considering applying to law school, the Pre-Law website is a great resource. You are also encouraged to make an appointments with the Pre-Law Advisor by The Center for Career and Professional Advising at (610) 896-1181.

haverford.edu/pre-law-advising

REGISTRAR

The Registrar manages course registrations and records related to every aspect of a student's academic experience. You can also find the Academic Calendar on the registrar's website.

haverford.edu/registrar

RELIGIOUS & SPIRITUAL LIFE

Haverford College students engage in a wide variety of religious and spiritual activities. These activities may be affiliated with local places of worship, or they may be student led and designed. Religious and spiritual diversity is significant for students and faculty alike, and our attention to dialogue, worship and multi-faith initiatives is a testament to Haverford's vibrant campus life.

haverford.edu/religious-life

RESIDENTIAL LIFE

Haverford is a residential college with over 98% of students living in campus housing. Student housing is overwhelmingly coed, and residence halls offer a wide variety of accommodations from 4-person apartments to suites and singles.

haverford.edu/reslife

SEXUAL MISCONDUCT

Haverford College does not tolerate sexual misconduct (sexual harassment and sexual assault, including rape). The College is committed to helping students affected by sexual misconduct deal with its impact.

haverford.edu/sexual-misconduct

SOPHOMORE YEAR

Sophomore year is a pivotal one in which considerable thought needs to be given to important decisions about your personal and academic direction that will set you on a course for your final two years at Haverford and beyond. This culminates in April, with the declaration of the major.

blogs.haverford.edu/sophomores

STUDENT ACTIVITIES & LEADERSHIP

Serves as a resource to individual students, members of clubs and organizations, and faculty and staff members throughout the planning, development, and implementation processes of organizing campus-wide co-curricular events that are student-run and educational and social in nature.

haverford.edu/activities

STUDENTS' COUNCIL

Students' Council is an elected body that advocates on behalf of students, serves as representatives to the Board of Managers, appoints students to all major committees at the College, and distributes the activities budget to all student clubs and groups.

sc.haverford.edu

STUDY ABROAD

Haverford College encourages interested students to spend a semester or a year abroad as part of their Haverford education. Expand, complement and enrich your undergraduate education, improve language skills, and perhaps find a new perspective on a college major. Visit the study abroad website for more information.

haverford.edu/study-abroad

THE WOMEN'S CENTER

The Haverford College Women*s Center is a safe, non-political space on campus that is open to both women and men. We're here to provide a network of support, resources, and information to the Haverford community by organizing events geared toward a better understanding of issues of gender and sexuality, sexual practices and well-being, as well as women's rights.

blogs.haverford.edu/womenscenter

WRITING CENTER

At the Writing Center, peer tutors and faculty members are available to talk with you at any stage of a writing project, from brainstorming ideas and framing a thesis to polishing syntax and style.

haverford.edu/writing-center

NON-DISCRIMINATION POLICY

STUDENTS:

Haverford College does not discriminate in education or employment on the basis of sex, sexual orientation, gender identity, race, color, age, religion, disability, genetic information, national or ethnic origin, citizenship, veteran status, or any other characteristic protected by law. This policy is consistent with relevant governmental statutes and regulations, including those pursuant to Title IX of the Federal Education Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as amended. Inquiries concerning Title IX may be addressed to Steve Watter, Title IX Coordinator (Chase 213, 610-896-4246, swatter@haverford.edu), and other policies of non-discrimination may be referred to the Affirmative Action Officers or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC. Affirmative action questions should be referred to the Office of Human Resources (610-896-1250).

Consistent with Title IX of the Education Amendment s of 1972, Haverford College does not discriminate on the basis of sex in any of its programs or activities. Sexual harassment, including sexual violence, is a kind of sex discrimination and is therefore prohibited by Title IX and Haverford College.

Haverford College, as an educational community, will promptly and equitably respond to all reports of sexual assault and harassment in order to eliminate the harassment, prevent its recurrence, and address its effects on any individual or the community.

Inquiries or complaints about the application of

Title IX may be directed to the College's Title IX coordinator and/or to the U.S. Department of Education's Office for Civil Rights:

**Philadelphia Office
Office for Civil Rights
U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: 215-656-8541
FAX: 215-656-8605; TDD: 800-877-8339
Email: OCR.Philadelphia@ed.gov**

FACULTY & STAFF:

Haverford College is committed to providing a work environment free from all forms of unlawful discrimination because of sex, race, color, religion, age, sexual orientation, disability, genetic information, national origin, citizenship, veteran status, or any other characteristic protected by law. This policy applies to all aspects of the employment relationship, such as recruitment, selection, training, promotion, salaries, benefits, discipline, terminations, and all other terms and conditions of employment.

In keeping with Haverford College's long-standing policy of non-discrimination, the Board of Managers of Haverford College has established a program of affirmative action. The goal of this program is to attract and retain staff of high quality and diverse backgrounds and to do so without discrimination on the basis of sex, race, color, religion, age, sexual orientation, disability, genetic information, national origin, citizenship, veteran status, or any other protected characteristic. In accordance with the Affirmative Action Policy, the College recruits persons in these protected categories as candidates for Haverford positions that become available. The results of the hiring process are reviewed regularly by the Affirmative Action Officer (AAO) to make certain these goals are being met.

ACADEMIC PROGRAM

CURRICULUM

Haverford is a liberal arts college, and its curriculum is designed to help its students develop the capacity to learn, to understand, to think critically, to make sound and thoughtful judgments and to contribute to knowledge. The Requirements for the Degree encourage the use of these skills in each of the broad fields of human knowledge and a fuller development of them in a single field of concentration.

GUIDELINES FOR A LIBERAL ARTS EDUCATION

A Liberal Arts education requires a sense of the breadth of human inquiry and creativity. The human mind has explored the myriad facets of our physical and social environments; it has produced compelling works of art, literature, and philosophy. Every student is encouraged to engage a full range of disciplines—fine arts, the written word, empirical investigation, economy and society—in order to become a broadly educated person. As a step toward this goal, students must fulfill the following requirements:

FIRST-YEAR WRITING REQUIREMENT

As an essential tool for academic study, personal expression and civic life, writing deserves concerted attention in a liberal arts education. A one-semester writing seminar is a general degree requirement of the College, and must be taken by all first-year students. Writing seminars are courses that integrate writing instruction with intellectual inquiry into particular disciplinary or topical foci. They devote attention to strategies for performing critical analysis, constructing sound arguments, and crafting effective prose. WS-I (Writing Intensive) sections, taught in the fall semester, do not alone fulfill the writing requirement but serve as preparation for writing seminar courses in the spring semester. Students are advised to take other courses as well in which writing receives substantial attention.

LANGUAGE REQUIREMENT

Competency in a language other than one's own, ancient or modern, serves many ends. It deepens an appreciation of one's own language and culture, increases sensitivity and understanding of the nature of language itself, enables the student to gain a far more intimate understanding of different cultures than is possible through translations, and allows greater participation in an increasingly global world. Further, with regard to specific disciplinary ends, many graduate programs require a reading knowledge of at least two languages other than English.

For these reasons, Haverford College requires all of its students to complete two semesters of college-level study of a language other than English by the end of the junior year. This requirement may be satisfied in one of the following three ways:

- a. One full year of language study in one language at the level in which the student is placed by the appropriate Haverford College language department; or
- b. Language study in a course conducted under Haverford College's approved International Study Abroad Programs, and as certified in advance by the Chair of the relevant language department at either Haverford College or Bryn Mawr College or by the Educational Policy Committee (EPC) when the language has no counter department at either Haverford or Bryn Mawr; or
- c. Language study in a summer program administered by Bryn Mawr College in the country of the language if that program is an intensive, total-immersion program, fully equivalent to a full year of language study and certified as such by the Chair of a Haverford or Bryn Mawr language department.

Language courses may be taken at Haverford or at any of the cooperating colleges: Bryn Mawr, Swarthmore, and with advisor and Registrar permission, the University of Pennsylvania. The Haverford department, however, must

determine placement. Except as noted above, this requirement may not be fulfilled by language study in a summer school. One full academic year of language study is the minimum requirement, and language courses do not satisfy the Divisional Requirement.

It is important to note, finally, that this requirement is effective beginning with the entering class of 2016. Members of previously admitted classes should consult the 2011-2012 College Catalog, which describes the options open to them for fulfilling this requirement.

DIVISIONAL REQUIREMENT

In addition to fulfilling the writing and foreign language requirements noted above, students are required to complete a minimum of three course credits in each of the three divisions of the curriculum: Humanities, Social Sciences, and Natural Sciences. At least two departments in each division must be represented, and one of the nine course credits must be quantitative as described below.

All courses taken Pass/Fail may be converted to a numerical grade if a student chooses to uncover the numerical grade on her/his transcript. Any course for which a numerical grade is recorded—even if initially taken Pass/Fail—may count towards the fulfillment of requirements in a student's major, minor, or concentration; the quantitative requirement; the divisional requirement; and the language requirement.

QUANTITATIVE REQUIREMENT

Quantitative reasoning is an extremely important skill. The impact of science and technology in the modern world has been enormous. Today, those who lack the ability to apply elementary quantitative methods to the world around them are at a severe disadvantage. Therefore, students must successfully complete at least one course credit which focuses on quantitative reasoning. Quantitative courses provide experience in some of the following:

- a. elementary statistical reasoning;
- b. other widely applicable types of mathematical reasoning;

- c. working with, manipulating, and judging the reliability of quantitative data;
- d. generating and understanding graphical relationships; and
- e. representing theoretical ideas in mathematical language and using mathematics to obtain concrete numerical predictions about natural or social systems.

These and other courses that satisfy this requirement are indicated in the College course guide. The quantitative requirement must be fulfilled by the end of the junior year.

It is important to note again that all courses taken Pass/Fail may be converted to a numerical grade if a student chooses to uncover the numerical grade on her/his transcript. Any course for which a numerical grade is recorded—even if initially taken Pass/Fail—may count towards the fulfillment of requirements in a student's major, minor, or concentration; the quantitative requirement; distribution requirement; and the language requirement.

DEPARTMENTAL MAJOR REQUIREMENT

Each student must meet the requirements for a departmental or independent major program. During the fourth semester of attendance, or earlier only in the case of transfer students, all students should confer with the Chair of the department in which they wish to major and apply for written approval of a program of courses for their final four semesters. Such programs must provide for the completion, by the end of the senior year, of approximately 12 course credits or the equivalent, at least six of which must be in the major department and the others in closely related fields.

Students are accepted into major programs according to the following rules:

- a. Acceptance is automatic with an earned average of 2.7 or above in preliminary courses in the department concerned;
- b. Acceptance is at the discretion of the Chair of the major department if the average in such courses falls between 2.0 and 2.7;

c. Acceptance is rare but may be contingent upon further work in the department if the average falls below 2.0;

d. A student who is not accepted as a major by any department will not be permitted to continue at the College.

Students who have been formally accepted as majors by any department have the right to remain in that department as long as they are making satisfactory progress in the major. Each student is expected to file with the Registrar by the date specified in the academic calendar, a copy of his/her major declaration form signed by the Chair of the major department. Haverford students may major at Bryn Mawr College on the same terms as those that apply to Bryn Mawr students and at Swarthmore College, with the proper permissions.

The College affirms the responsibility of each department to make the work in the major field as comprehensive as possible for the student. There is need, in the senior year especially, to challenge the student's powers of analysis and synthesis and to foster the creative use of the knowledge and skills that have been acquired in previous studies. There is also the need to evaluate the performance of the senior in the major field, not only to safeguard the academic standards of the College, but also to help the student's self-evaluation at an important moment. In short, synthesis and evaluation in some form are both essential and may be achieved by various means as specified by the major departments in their statement of major requirements:

- a. A senior departmental study course culminating in a comprehensive exam; or
- b. A thesis or advanced project paper; or
- c. A course or courses specially designed or designated; or
- d. Some combination of these or other means.

To avoid undue specialization in a major program, the College requires that at least 19 of the 32 course credits required for graduation must be taken outside of a student's major field

of study. For this purpose, courses that are cross-listed in several departments are considered to be outside the major field of study. There are four exceptions to this limitation:

- a. The limitation does not apply to certain majors at Bryn Mawr College;
- b. The limitation does not apply to majors in the Classics department; and
- c. The limitation does not apply to those students who study abroad in programs, such as those at Cambridge or Oxford, where reading in one subject for the entire year is the norm.
- d. This limitation does not apply to double majors, but such students must still earn a certain minimum number of course credits outside the two majors. The number of course credits outside the majors will depend on the number of credits required for the double major.

CREDIT REQUIREMENT

To graduate from Haverford College, a student must complete successfully the equivalent of four years of academic work, or a minimum of 32 course credits. Eight of these 32 course credits must be taken on the Haverford College campus.

OTHER CURRICULAR OPTIONS TO FULFILL THE DEGREE REQUIREMENT

PRE-COLLEGE CREDITS

Entering students should arrange to have advanced placement scores forwarded directly to the Office of the Registrar at Haverford College. The Registrar will award one course credit for an AP score of 5 and one-half course credit for a score of 4. No credit is awarded for scores under 4. The maximum AP credit awarded to any student may not exceed four course credits.

Credits earned in summer school, in the Advanced Placement program, in "A" Levels, in the International Baccalaureate Program, the French Baccalaureate Program, the German Abitur, and the Swiss Maturite, or in college courses taken either before matriculation at Haverford or during the summers as a Haverford

student will be recorded in such a way that the total for any one student does not exceed four course credits. Students should note that general education requirements are not satisfied by any such work, with the exception of summer credits earned during the student's years at the College.

SPECIAL MAJORS AND DOUBLE MAJORS

Students with a minimum cumulative grade point average of 3.50 may design an independent major. Such majors must have the approval of the Committee on Student Standing and Programs (CSSP). Furthermore, a member of the Haverford or Bryn Mawr College faculty must serve as the student's advisor and also must agree to supervise the student's senior project or thesis. Students interested in pursuing an independent major at Bryn Mawr College must still apply through Haverford's Committee on Student Standing and Programs and not directly to Bryn Mawr College.

Students with a minimum cumulative grade point average of 3.50 may double major by completing the entire requirements of both majors, including thesis requirements. In order to double major, the student must obtain permission from the appropriate dean and the Chairpersons of both departments. When deemed appropriate by the two departments, a single thesis may satisfy the thesis requirements of both majors. However, a single thesis submitted for a double major may not be used to reduce either the amount or quality of work typically required by each major program. The single thesis option may be undertaken only with the written agreement of both departments.

AREAS OF CONCENTRATION

Students are strongly encouraged to elect an area of concentration at the same time they declare a major: that is, during the fourth semester of attendance. As with the major, earlier elections are not permitted.

Areas of concentration exist at Haverford in order to afford students a formal opportunity to pursue an area of study distinct from, but relevant to, their choice of major. Students who undertake such study select their concentration courses from among the existing courses offered

by corresponding departments, including the Department of Independent College Programs.

To fulfill an area of concentration, a student must normally complete six course credits selected with the aid of a Concentration Coordinator who may consult with an advisory group for that concentration. Of the six course credits, no fewer than two and no more than three will also form part of the student's major.

Haverford College currently offers the following areas of concentration: Africana and African Studies, Biochemistry and Biophysics, Computer Science, Education and Educational Studies, Gender and Sexuality Studies, Latin American, Iberian and Latino Studies, Mathematical Economics, Middle Eastern and Islamic Studies, Peace, Justice and Human Rights, and Scientific Computing. These are described in the Haverford College catalog. A concentration in Creative Writing is available at Bryn Mawr College.

A concentration is not required for the Bachelor of Arts degree or the Bachelor of Science degree.

MINORS

Disciplinary and Interdisciplinary minors, consisting of six to seven courses, are currently offered at Haverford College in the following fields: Anthropology, Astronomy, Chemistry, Chinese, Classical Culture and Society, Comparative Literature, Computer Science, East Asian Studies, Economics, Education and Educational Studies, Environmental Studies, Fine Arts, French, Gender and Sexuality Studies, German, Greek, Health Studies, Japanese, Latin, Linguistics, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Russian, Sociology, and Spanish.

These are described under the entries for individual departments, programs and areas of concentration in the Haverford College Catalog; minors offered at Bryn Mawr are described in the Bryn Mawr College Undergraduate Catalog.

The minor is not required for the Bachelor of Arts degree or the Bachelor of Science degree.

As with majors, students may design independent areas of concentration (related to the major) or

minors. These programs require the approval of the Committee on Student Standing and Programs (CSSP).

PHYSICAL EDUCATION REQUIREMENT

The physical education requirement does not carry academic credit but all students at Haverford are required to participate in the physical education program during their first two years of College in partial fulfillment of their degree.

For physical education purposes, the academic year is divided into four quarters. Students must complete six quarters of physical education, one of which is the “Intro To Fitness” class, prior to the start of junior year. “Intro To Fitness” covers a wide variety of material designed to provide students with the knowledge needed to incorporate fitness and proper nutrition into their lives at Haverford and beyond.

Varsity athletes who complete their in-season fitness workouts under the supervision of the Head Coach and Fitness Center Director will satisfy the “Intro To Fitness” requirement.

Alternative methods to satisfy the physical education requirement are available for students with medical conditions preventing exercise.

ACADEMIC REGULATIONS

FIRST YEAR PROGRAM

The responsibility for knowing and meeting the applicable degree requirements as well as the academic regulations of the College rests with each student. If there are any questions regarding these regulations, they should be raised with the student's academic advisor or dean. Since the College requires that students be exposed to areas of knowledge and ways of thinking which may be new to them and which may radically change their ideas about their eventual majors, and since it is important that this diversified experience be gained early, the faculty strongly recommends that first-year students take no more than one course in any department in either semester of the first year. For the same reasons, sophomores are strongly encouraged to take no more than two courses simultaneously in any one department.

REGISTRATION PROCEDURES AND COURSE LOAD POLICIES

Detailed information concerning registration is issued by the Registrar's Office each semester. Registration deadlines for courses offered at Haverford and Bryn Mawr are the same. However, there are different registration deadlines and procedures for courses offered at Swarthmore and the University of Pennsylvania.

Students normally register for four course credits per semester, but since exceptions to this general rule exist, they may arrange their programs with some flexibility. With consent of their advisors, students may enroll or pre-enroll for five credits in a given semester, or more than five credits with the approval of both their advisor and their dean.

If a student wishes to carry fewer than four credits in a semester and does not have sufficient extra credits by the end of that semester to be on schedule to graduate in the maximum of four years (eight semesters) of study, he or she must seek approval from his or her dean. In order to maintain campus housing privileges, students **must enroll for a minimum of three credits** in any given semester regardless of whether they are on or ahead of schedule to graduate in the maximum of four years of study.

Students permitted a credit overload or an underload during any given semester must pay full tuition, regardless of the number of credits taken.

Students are expected to achieve the following in order to make satisfactory progress toward the degree and be advanced to the next grade level:

end of first year: 8.0 course credits
end of sophomore year: 16.0 course credits
end of junior year: 24.0 course credits,
full senior standing
end of senior year: 32.0 course credits and
fulfillment of all other requirements for the
degree.

PASS/FAIL OPTION

A student carrying at least four course credits in a semester may elect to take up to one course credit Pass/Fail. The grade entered on the transcript for a course taken Pass/Fail will be a "P," if passed; "0.0," if failed; or a "W," if withdrawn. The student and the student's advisor will receive an official grade report showing the numerical grade in the course.

The Pass/Fail option exists to encourage students to take intellectual risks and to explore new and challenging areas of study without an overriding concern that such a move may have a deleterious effect on her/his GPA.

To take a course Pass/Fail, a student must inform the Registrar, using a form obtainable from the Registrar's Office, by the end of the third week of classes for quarter courses and by the end of the sixth week of classes for full-semester courses. The student must obtain approval from his/her advisor. When the instructor of the course is the student's advisor, the student must obtain approval from his/her dean.

All courses taken Pass/Fail may be converted to a numerical grade if a student chooses to uncover the numerical grade on her/his transcript. Any course for which a numerical grade is recorded—even if initially taken Pass/Fail—may count towards the fulfillment of requirements

in a student's major, minor, or concentration; the quantitative requirement; distribution requirement; and the language requirement.

Students have the option to convert the Pass/Fail designation to a numerical grade upon application to the Registrar no later than the end of the first week of classes of the following term.

Additional limitations upon the Pass/Fail option

- a. Neither the Freshman Writing Seminar nor courses taken on Haverford's approved international academic programs may be taken Pass/Fail.
- b. A course for which a student records a "P" counts only towards the requirement for cumulative course credits. This course may not fulfill any requirement in a student's major, minor, or concentration; the quantitative requirement; distribution requirements; the language requirement; or any other requirements.
- c. Students wishing to take courses Pass/Fail at Bryn Mawr, Swarthmore and the University of Pennsylvania must follow Haverford College procedures by filling out the appropriate form and submitting it to the Haverford Registrar by the appropriate deadline.
- d. Haverford students may register for a cumulative total of four Pass/Fail course credits. Every course taken Pass/Fail will count toward the total four Pass/Fail course-credit allowed to each student, even if a numerical grade is subsequently recorded.
- e. Courses in which the instructor decides to use the Pass/Fail option for all students are not included in the semester or cumulative limit.

COURSE CHANGES

Course changes may be made during the first seven class days of any semester. Thereafter, such changes are permissible only if a student's dean and academic advisor grant their written approval to do so and the student has given the Registrar requisite notice, by filing an add/drop form, by the end of the third week of classes.

REPEATING COURSES

Students may not count among the 32 course credits required for graduation any course that substantially repeats the content of another course already completed, even though the course numbers may suggest an advancing sequence.

LABORATORY COURSES

In cases where courses are comprised of a lecture and an accompanying laboratory, students must attend lectures and labs and satisfy all assignments relevant to both in order to earn credit toward graduation.

INDEPENDENT STUDY COURSES

Many departments offer independent study courses to encourage independent work by qualified students. These courses provide opportunities to investigate topics not covered in formal courses, do extensive reading on a subject, do fieldwork, or engage in library research. Students wishing to undertake independent study must secure permission for the project from their advisor and from a faculty member willing to supervise the work prior to registering for the course. Members of the faculty are under no obligation to supervise independent study courses. Such courses done without faculty supervision will not be given college credit. The course requirements for independent study are determined jointly by the instructor and the student. Students may register for up to one credit of independent study per term.

COURSE INTENSIFICATION

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity to work more intensively in a smaller number of subjects. Therefore, with their advisor's approval and the instructor's permission, students may register for double credit in one course and, in unusual cases, in more than one course.

In a double-credit course, students undertake an approved program of independent work in conjunction with a regular course and submit a paper or pass an examination based on the independent work. Such work is not suitable in all subjects; the instructor of the course must be the final judge of whether it should be attempted.

YEAR-LONG COURSES

Ordinarily, full-year courses must be carried through two semesters for a student to receive any credit. In some cases, a student may receive credit for one semester without taking the other, but only with the permission of the Chairperson of the department. Departmental permission must be in writing on a form obtained from the Registrar. In no case, though, may a student receive credit for the first semester of an introductory modern language course without satisfactorily completing the second semester.

AUDITING A COURSE

Students who wish to audit a course should obtain permission from the instructor. There are no special charges for auditing and such courses are not listed on the student's transcript.

COURSE LIMITS AT COOPERATING INSTITUTIONS

Students may enroll in courses at Bryn Mawr College, Swarthmore College and the University of Pennsylvania. At Penn, however, Haverford students are limited to two course credits per semester. Students should note that courses at Penn will be approved by the student's advisor and the Registrar only on a space available basis, and only for courses not offered on a regular basis at either Haverford or Bryn Mawr. Scheduling conflicts are not considered adequate reasons for seeking admission to courses at the University of Pennsylvania.

A senior electing to take a year-long or a second semester course at either Swarthmore, Penn or, with permission, at any other college or university, is responsible for verifying before the class begins that the instructor will submit a final course grade to the Haverford registrar by 5:00 p.m. on the day that senior grades are due, as indicated in the academic calendar. If the final grade is not submitted by that date and time, and the course is required for graduation, the senior should not expect to graduate until the following May.

CONTINUING STUDENTS

Students who intend to continue at Haverford College must complete registration during the time designated in both the academic calendar

and on the instructions for registration. If students do not register on time and do not receive permission from their deans to delay registration, it will be assumed that they are not returning to Haverford. In such cases, their enrollment, financial aid, and housing, if any, will be considered available for assignment to others. Additionally, there is a late registration fee of \$25.00 for each approved registration that is filed after the appropriate deadline, and a late verification fee of \$25.00 for late course confirmation. These fees apply to all students registering in Haverford courses, regardless of their home institution.

GRADING

The following numerical grades are awarded at Haverford College:

4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0
A	A-	B+	B	B-	C+	C	C-	D+	D	F

In addition to the numerical grades issued at Haverford, the following letter grades may also be used:

CIP: Course in Progress - Grade added at the end of second semester;

P: Pass in a Haverford Pass/Fail course;

INC: Approved Incomplete;

W: Approved Withdrawal;

NGR: No Grade Reported - Grade awarded at end of full-year course;

NC: Fail/No Credit in a Bryn Mawr or Swarthmore

GRADING REGULATIONS

A course may not be counted toward a student's major requirement if the grade earned is below 2.0.

A grade of CIP may be submitted at the end of the first semester for senior research courses conducted throughout the year and for certain other courses agreed upon by the instructor, and announced at the beginning of the course.

If a student's attendance is unsatisfactory or his/her conduct in the classroom is disruptive, the instructor can meet with the student to discuss the problems, but must send him/her a written notice, a copy of which goes to the student's

Dean, specifying the reasons for the instructor's concern and warning that any repetition of such conduct will result in being dropped from the course, resulting in a failing grade (0.0). No student may be involuntarily dropped from and failed in a course for failure to attend or to conduct him/herself suitably in the classroom unless the instructor has previously sent such prior notice with a copy to the student's Dean. The instructor must present the student's dean with a formal notification that the conduct has persisted or has renewed. Except in cases in which students must participate in group projects or are in a class in which they must critique each other's work as an inherent part of the course (as in seminars or freshman writing courses), failure to meet deadlines is not grounds for dropping a student from a course; in such instances, instructors should accordingly penalize students for lateness in grading. Policies regarding late work, and subsequent grade deductions, should be clearly stated in the course syllabi or some other formal document distributed to students in advance of assignments to be graded.

If a student is permitted to withdraw from a course by a Dean for unusual reasons—normally those beyond the student's control, most typically illness—the grade recorded is W. Students may not withdraw from a course after the last day of class.

Semester, yearly, and cumulative averages are based upon Haverford, Bryn Mawr, Swarthmore, and the University of Pennsylvania numerical grades only, and only during the academic year (September through May). All other work is regarded as transfer credit, including courses taken through Haverford's approved International Study Abroad programs, summer courses (including those taken at Bryn Mawr and the University of Pennsylvania), and all credit granted for advanced placement, the International and French Baccalaureates, the German Abitur, the British "A" Levels, the Swiss Maturite, as well as those courses taken at colleges and universities in the United States and abroad. Course credit may be granted for this academic work, with appropriate grades (C or higher for college credit, B or higher for "A" Levels), and with appropriate scores for all ungraded work, but grades will not appear on the Haverford transcript, nor will the grades or scores earned become a part of

any Haverford student's cumulative grade point average.

The grade of 0.0 (failure) will be given for any course for which no grade is reported on time, or for which an Incomplete (INC) is reported without duly submitting previously-approved supporting documentation to the Registrar.

When an INC is granted, a final date for completing the course must be specified. Failure to complete the course by the specified date will result in a failing grade (0.0). Some students who fail a course because they do not complete the work or those who withdraw from a course may still wish to see the work from the course through. In such cases, the student has two options: he/she may pursue the work because it is interesting and not for credit or a grade. Alternatively, the student might approach the same instructor with whom the course was taken and ask if he or she would sponsor and grade the work during the next semester. The record would then show a grade of 0.0 or W for one semester, and a grade reflecting successful completion in the second semester.

REQUESTS FOR CHANGES IN GRADES

Students who believe they have sufficient reason to request a grade change must inform the instructor of their request within two weeks of the receipt of grades at the end of each semester. If the instructor believes the grade recorded is too low or too high, the grade will be changed.

DISPUTED GRADES

A student who believes that the grade submitted by the instructor in a course is wrong, and who fails to convince the instructor of an error, may appeal the case to the Chair of the department concerned. If the chair cannot be persuaded, the next (and final) appeal is to the Provost of the College. Students should consult their deans before entering upon such a course of action. They should recognize, moreover, that

Haverford subscribes to the principle of academic freedom for its faculty, in light of which the Provost is ordinarily unable to authorize a change of an instructor's grade. Thus, the principal value of an appeal to the Provost is a possible identification of a pattern of inequities, in which case an investigation into the facts of the matter would be undertaken.

Finally, a student who receives a low grade in an examination, because of special circumstances such as illness, may petition the instructor and the Dean of the College for a special examination. If the request is granted, the grade for the special examination will replace the grade originally earned in the examination. In computing the final grade in that course, the new course grade will replace the old one on the student's transcript, and the semester average will be revised accordingly. To invoke a review under this provision, the student must have notified the instructor immediately after stopping work on the examination, giving details to support the request for a special examination.

DEADLINES

All required work in a course is due at the times specified by the instructor, but in no event later than the dates specified in the academic calendar

- All written work in courses, except final examinations or papers in lieu of final examinations, is due by the last day of classes for that semester.
- Final examinations (including take home final examinations) and papers in lieu of final examinations are due on the last day of the examination period for that semester.

INCOMPLETE (INC)

Incompletes for course work not completed by the last day of the examination period for that semester are granted only in cases of illness or when other extenuating circumstances of the most compelling nature are involved. A student who wishes to request an incomplete should secure the appropriate form from the Registrar and, if the instructor approves the request, specify on the form the work to be done and the final submission date. The form should then be submitted to the student's dean for final approval.

To have an incomplete processed by the Registrar, a student must follow the procedures outlined above. Ad hoc arrangements or commitments contrary to the regulations herein described or any arrangements to which the student's dean has not been a consenting party will not be honored. It should be noted, finally, Haverford's procedures and deadlines for Incomplete differ

from Bryn Mawr and Swarthmore Colleges and the University of Pennsylvania. Students are obliged to know and follow the rules regarding Incomplete at these institutions.

ACADEMIC YEAR 2015-16 INCOMPLETE DEADLINES

Semester I: Incomplete work is due no later than Friday, January 08, 2016

Semester II: Incomplete work is due no later than Friday, June 3, 2016

The course instructor has jurisdiction over requests for extensions to complete assignments or permission to schedule make-up examinations *during* the semester (i.e., up to the last day of final examinations). A student who wishes to make such a request should speak directly with the appropriate instructor. No form is required.

CLASS ATTENDANCE

As a general rule, students are expected to attend classes unless excused. In some courses, class attendance is a requirement for satisfactory completion of the course. Lack of attendance in some cases may be grounds for dropping the student and assigning a failing grade. It is the student's responsibility to learn from the instructor how class attendance will be regarded in each course.

GRADUATION HONORS

Honors at graduation are awarded to students who have undertaken and completed academic work of high quality. There are two types of graduation honors:

- Departmental Honors, awarded by the academic departments
- College Honors, awarded by the College.

DEPARTMENTAL HONORS

The exact nature of departmental honors work and the criteria used in judging it are listed in the departmental statements in the College catalog and on the appropriate website. For such honors, the work in the department must be considerably superior to that required for graduation, including a demonstration of the student's competence, insight, and commitment to the field of interest. Individual departments may award Honors to students whose departmental work has been of

high quality, and High Honors to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

COLLEGE HONORS

The Committee on College Honors and Fellowships will consider all students whose overall performance is exceptionally high for the following college honors awarded at Haverford College: *cum laude*, *magna cum laude* or *summa cum laude*.

Whereas distinguished performance in the major is the criterion for departmental honors, college honors recognize students whose work has been outstanding throughout their college career. In considering candidates for *magna* and *summa cum laude*, special attention is given to study that goes beyond the requirements of the major. Such study can be interdivisional, as evidenced by superior work outside one's major division; interdisciplinary, as evidenced by superior work in more than one department of a single division; by superior work in several converging domains of knowledge represented by an area of concentration or the equivalent; or, by other evidence of superior work beyond the requirements of the major and the College. Both *magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the Committee on College Honors and Fellowships. *Summa cum laude* is awarded to students of exceptional merit.

All students who have earned GPA's in the top 30% of the graduating class, and who are not awarded *magna cum laude* or *summa cum laude*, will be awarded *cum laude*.

RESIDENCY AND OTHER REQUIREMENTS FOR THE DEGREE

Students, other than transfer students, may arrange for reduced programs of six or seven semesters by taking advantage of several options:

- a. They may take five course credits per semester instead of the normal load of four;
- b. They may use up to four course credits earned in combination of approved pre-Haverford study, including approved summer study at other institutions while a student at Haverford; or
- c. They may study at another American college or

university or at a Haverford-approved program abroad for a semester or a year.

It is important to note that any combination of options will need to provide for a minimum of six semesters in residence at Haverford College and at least 24 Haverford course credits. Such Haverford course credits may be taken at Haverford or any of the three cooperating institutions —Bryn Mawr College, Swarthmore College, or the University of Pennsylvania—during the academic year to be counted as credits while in residence at Haverford. Students, however, must realize that no student may graduate from Haverford College without having taken a minimum of eight course credits on the Haverford campus. In the cases of transfer students, decisions about residence and credit requirements are made by the deans, but transfer students must complete a minimum of 16 Haverford course credits and four semesters in residence to be considered for a degree at the College.

Note that the seven-semester option allows the possibility of studying abroad for one semester, while the six- semester option does not. See also the *Academic Flexibility Program*.

MONITORING ACADEMIC PERFORMANCE

The Committee on Student Standing and Programs (CSSP), a standing committee of the faculty, is composed of at least two faculty members appointed by Academic Council, three students (one of whom must be a sophomore) appointed by Students' Council, the Director of Multicultural Affairs, and one dean, who serves as executive secretary.

The Committee is charged with reviewing students' academic performance in consultation with their deans and, if necessary, with members of the Athletic department, the Admissions office, and (to the extent consistent with confidentiality) the Counseling and Psychological Services (CAPS) staff. CSSP relies on the faculty to convey notes of concern to the deans of those students in their courses who are experiencing academic difficulty. The Committee reviews these faculty reports as needed, but most typically at the middle of each semester and sends letters to some students apprising them of

the concerns, urging them to consult with their advisors, counselors, deans, and instructors, and recommending, where appropriate, that they make use of the College's peer tutoring system, the Office of Academic Resources, and other academic support resources.

In dealing with academic deficiencies, CSSP has broad authority to set requirements for a student's continued enrollment, most notably by placing him/her on one of several levels of "Academic Warning" (probation) or requiring him/her to take a College Leave for a minimum of one year; such decisions are typically made at the end of each semester but may be made at any point deemed advisable by the Committee. The Committee has full latitude to place a student on College Leave even if the student has not previously been placed on Academic Warning.

Students are accountable to themselves and to the College (as embodied in the Committee) for the use to which they put both their talents and the resources of the College. Each case that comes before the Committee is treated individually within the context of College policy, and from this perspective, accountability means that some students who perform poorly but manage to pass their courses may still be placed on College Leave and ones who are failing may, on occasion, be permitted to continue. However, although CSSP may permit students who fail some of their courses to continue at the College, the Committee must first be convinced that there is a high probability that such students will do work that is at least consistently adequate in the immediate future.

When CSSP is considering the possibility of placing a student on College Leave, it will postpone making its final decision until it has held a second meeting, known as a "Drop Hearing." Such hearings typically happen at the end of January, immediately prior to the spring semester, and in early June in response to spring semester grade reports, but the Committee may hold Drop Hearings at any point in the calendar year. Students who are summoned to such hearings but not placed on College Leave will typically be placed on Very Strict Academic Warning.

The student will be invited to appear before the Committee during a Drop Hearing and will be permitted to attend the hearing in the company of an academic advisor or other faculty member solely to provide moral support; such a "support person" may not address the committee or serve as an advisor to the student during the course of the hearing. If the student does not appear, the Committee will make a decision in the student's absence and will inform him/her of its decision in writing. Since a Drop Hearing is intended to be a dialog, the Committee will not entertain written statements from students summoned to such hearings.

Students placed on College Leave may appeal the Committee's decision to the President of the College on procedural grounds only. Appeals must be in writing, must state the grounds for the appeal, and must be received by the President within 72 hours of the student's Drop Hearing. The following are the procedures of a Drop Hearing:

- a. the Committee will send the student notification of the Committee's decision to hold a Drop Hearing 3-5 days before the hearing;
- b. the student will be given an opportunity to speak to the Committee during the hearing;
- c. at least one student, one faculty member, and one dean will be present at the hearing and will constitute a quorum;
- d. the student will be apprised of the Committee's decision immediately after it is made.

Second-semester seniors should note that simply meeting the College requirements and accumulating 32 credits is not necessarily sufficient to ensure graduation. For example, the Committee (which reviews all senior academic records before the faculty votes on granting of degrees each spring) may decide that a student who has failed two out of the four courses in which he/she was enrolled in the eighth semester may not be permitted to graduate even though he/she has the 32 credits required for graduation. Similarly, seniors who fail courses in their major may be judged to have failed to meet the academic standards of the College and may not be permitted to graduate even if they have successfully completed the required number of courses and satisfied all general education requirements.

SPECIAL ACADEMIC PROGRAMS

INTERCOLLEGIATE COOPERATION

Haverford has long enjoyed a close cooperative relationship with Bryn Mawr College and Swarthmore College. This consortial relationship gives students from all three colleges access to courses and to most of the academic facilities on the three campuses. As a consequence, students at all three colleges have the advantages offered by a small college, together with the academic resources of a much larger, combined institution. The major programs of Bryn Mawr and Haverford Colleges are open equally to all students on both campuses. In some cases, Haverford students may also major at Swarthmore College.

In addition to the cooperative agreement with Bryn Mawr and Swarthmore, Haverford has made arrangements with the University of Pennsylvania, and full-time Haverford students are permitted to have library privileges and, upon presentation of the proper credentials, to enroll for courses there without added expense. Laboratory fees, which are not included under the reciprocal agreements with Swarthmore College or the University of Pennsylvania, must be paid by the student. Students taking courses at the University of Pennsylvania must make their own transportation arrangements, and are limited to two courses per semester at Penn.

Each student must satisfy Haverford's general college graduation requirements, but is otherwise free to choose from the courses and other academic opportunities offered at its three partner institutions. If a student majors at Bryn Mawr or Swarthmore Colleges, it will be so noted on their academic records. Students may not major or minor at the University of Pennsylvania. Haverford students are obligated to satisfy the academic regulations (e.g., regarding deadlines, attendance, extensions) at Bryn Mawr, Swarthmore, and the University of Pennsylvania when they are taking courses at such institutions. Administrative interpretations of each

institution's academic regulations are made by the deans of the college where the course is given.

ACADEMIC FLEXIBILITY PROGRAM

The Committee on Student Standing and Programs (CSSP) is empowered to make decisions on requests from students for exceptions to the academic regulations of the College. Typically, requests for exceptions involve unusual circumstances and relate to such issues as special majors and graduation in six or more than eight semesters. Students who intend to petition the Committee should first consult with their dean and their academic advisor.

Petitions should be submitted in writing to CSSP by the deadlines noted below; failure to meet these deadlines may result in a delay in the consideration of a petition until the following semester.

**For Semester I of the 2015-16 Academic Year:
Friday, October 30, 2015**

**For Semester II of the 2015-16 Academic Year:
Friday, March 18, 2016**

Petitioning students should note that their advisor's and dean's approval does not guarantee that CSSP will grant their request. If the Committee does not approve his/her proposal, the student, under rare circumstances, may appear in person to appeal its decision.

In addition to petitions for independent and interdepartmental majors, the following are examples of some of the academic program options that students may pursue only with the approval of CSSP.

CREDIT FOR NON-COLLEGIATE ACADEMIC WORK

All students must earn at least 24 course credits at Haverford, Bryn Mawr, Swarthmore Colleges or the University of Pennsylvania. However, it is

recognized that there are important educational opportunities for a student to do work, for example, in a non-university research laboratory, to do a supervised archaeological study on site, etc., for which the College will occasionally grant academic credit. With the approval of CSSP, a student may take up to four course credits in their academic undergraduate career, provided the following conditions are met:

- The work is closely supervised by a person who is a faculty member at a college or university or who clearly holds the comparable qualifications;
- The student's academic advisor approves the activity. If the work is in an area outside the advisor's field, approval will also be required from a Haverford faculty member competent in a relevant field;
- The project results in a product judged to be satisfactory by the field supervisor and the Haverford faculty member;
- In most cases, the work is unpaid.

For each Haverford course credit earned in this manner, a student will be charged tuition at the rate of \$6,082 per course credit. If credit is granted for such work by another academic institution, the credit may be transferred to Haverford without further tuition charges. Before credit can be transferred, however, the procedures for approval as outlined above must be followed.

GRADUATION IN FEWER THAN EIGHT SEMESTERS

A student may, in consultation with his/her dean, and with the approval of his/her academic advisor and the Committee on Student Standing and Programs (CSSP), select a six-semester program consisting of at least 30 course credits, including up to two approved AP credits or summer courses. Because of the college residency requirement, this program is not compatible with international study. A student for whom a six semester program has been approved must, by April 15 each year, confirm to his/her dean in writing that he/she intends to continue in this program.

Students may also meet the normal requirements of 32 Haverford approved course credits but do so in only seven semesters of study by enrolling for five course credits for four semesters and

for four course credits for three semesters. This option will allow students to spend a full semester away from the campus at some time during their college careers and still graduate within four years of matriculation. Although there is no deadline for declaring seven-semester programs, and students do not need the approval of CSSP to exercise this option, an early declaration of the intention to graduate in seven semesters will be helpful to both the student and the College. Students considering this option are therefore urged to consult their dean as early as possible.

EXTENDED PROGRAMS

Although most students are expected to graduate in four academic years, some may be permitted to take more time to complete their degree requirements. Examples would include students with documented disabilities that prevent them from carrying a full course load and to whom CSSP has granted directly relevant accommodations as defined by the Americans with Disabilities Act and students whose programs would be substantially enhanced by another semester of work. In all such cases, the student must secure the prior approval of the Committee on Student Standing and Programs.

INTERNATIONAL STUDY

Upon request, qualified students in good academic and disciplinary standing may be granted permission to spend a semester or a year studying in a foreign country. The College recognizes approximately 70 programs in 34 countries. Students interested in studying abroad should consult the Dean of Global Affairs early in their sophomore year, and should have a GPA of at least 3.0

Students who wish to study abroad and receive Haverford credit may do so by applying to any of the programs on the approved list. They must complete the appropriate forms by the specified deadlines and should discuss their program and course selections with their major, minor, concentration advisor(s). Courses taken while studying on approved programs count toward fulfilling major, minor and concentration requirements as well as College degree requirements.

Monitored by the College's Educational Policy Committee (EPC), the list of approved programs

"provides opportunities that both extend and complement the offerings of Haverford departments and answer the specific needs and wishes of the students." According to EPC policy, students who do not request and receive permission to study abroad through the International Academic Programs Office will not receive Haverford credit for their work. EPC will not consider retroactive proposals under any circumstances. Students who do not wish to pay Haverford tuition and/or receive credit may not attend the programs on the approved list.

In the rare case where a student may wish to receive credit for a program not on the approved list, he or she may petition to add the program to the list by using the following procedure:

- a. Collect all pertinent information about the program, including catalogs, course descriptions, modes of evaluation of academic performance, syllabi, reading lists, and faculty CVs.
- b. Present the written proposal and materials to Dean of Global Affairs one year in advance—March 1 for spring programs, November 1 for fall programs. The deadlines are firm.
- c. If the program is commensurate with the programs on the approved list, the student must prepare a petition for consideration by EPC. This petition must explain why the existing approved programs do not fulfill the student's academic needs, and how the proposed program does so.

A statement from the student's faculty advisor endorsing the program and explaining how it complements the work of the major or the concentration must accompany the petition. The department must provide a list of approved courses fulfilling major requirements. If the work is outside the student's major, a statement from a member of the faculty who is familiar with the program will also be required. Petitions are forwarded to the Student Study Abroad Advisory Board and the International Academic Programs Faculty Advisory Board for consultation. In order to ensure the quality of programs on the list, an on-site evaluation by a Haverford faculty member will be required before approval is granted. Faculty members who wish to add programs follow similar procedures.

FINANCIAL AID FOR INTERNATIONAL STUDY

Haverford College meets the needs of students eligible for financial aid, whether they are at Haverford or on approved study abroad programs. Students can apply their financial aid awards, including their Haverford grant funds, toward their approved program abroad. More information may be found at:

haverford.edu/studyabroad/financial_aid/

DEGREE PARTNERSHIP PROGRAMS

4+1 ENGINEERING PROGRAM WITH THE UNIVERSITY OF PENNSYLVANIA

Haverford College and the University of Pennsylvania have formed a partnership that enables qualified Haverford undergraduates to gain early and expedited admission into a Master's degree offered by Penn Engineering. Like Penn Engineering undergraduates, Haverford students may apply to an appropriate Master's degree program at Penn Engineering as an external "sub-matriculate."

To initiate the process, a student submits a completed "External Sub-matriculation Application" to Penn Engineering for review and approval. Applications should be submitted no later than the end of the summer after the student's sixth semester at Haverford, and no earlier than the end of his/her fourth semester. To apply, students must have the necessary background and major to enter into the desired Master's degree program (degree programs are articulated on the Penn Engineering Web). A minimum cumulative GPA of 3.0, as well as a minimum 3.0 GPA in all math, science, and engineering courses, are also required to apply. The GRE is not required; however, students are strongly encouraged to take the GRE, especially those who have interests in pursuing a Ph.D. later. Admission decisions are made on a selective basis.

Via the existing "Quaker Consortium" arrangement, as admitted "sub-matriculates," Haverford undergraduates may take up to three graduate courses to count toward their Penn Engineering Master's degree, subject to approval by their Graduate Chair/Adviser. Biotechnology Master's students may take up to four graduate courses. These may not be taken prior to submatriculating into Penn Engineering. Per

Penn Engineering's rules on double-counting courses for submatriculates, no more than three courses may be used to satisfy both the Penn master's and the Bachelor's at Haverford. (Note that through the "Quaker Consortium," there are no tuition and fees charged to Haverford students by Penn for taking courses at Penn.)

All admitted 4+1 students are fully expected to graduate and receive their Bachelor's degree from Haverford at the end of their fourth year at Haverford. If this is not achieved, the student will be dropped from the Master's degree program at Penn Engineering. In the fifth and final year of the 4+1, students will be enrolled as full-time master's students in Penn Engineering, having fully completed their undergraduate degree at Haverford. During this year, the student will complete the remainder of the courses required by their specific Master's degree program. The total number of courses for an engineering Master's is 10 (11 in Biotechnology). The student will be financially responsible for all tuition and fees in the fifth year (Penn Engineering Master's tuition and fees are charged by the course).

Interested students should consult their academic advisor and the College's advisor for the 4+1 program, Robert Scarrow (rscarrow@haverford.edu) as early as possible. Visit: haverford.edu/engineering/upenn for more information.

3/2 ENGINEERING PROGRAM WITH THE CALIFORNIA INSTITUTE OF TECHNOLOGY

Haverford College and the California Institute of Technology (CalTech) have a joint program under which a student who is interested in engineering may, in the first semester of his/her junior year, apply for transfer to an engineering program at CalTech. If accepted in the program the student will be awarded a Bachelor of Arts or Bachelor of Science degree by Haverford and a Bachelor of Engineering Degree by CalTech, at the end of five years (three at Haverford, two at CalTech). For each engineering discipline, there is a required set of courses to be taken at Haverford during the first three years of the program. Interested students should consult their academic advisor and the College's advisor for the 3/2 program about the proper course selection; this consultation should occur as early as possible. A cumulative grade point average of 3.5 is generally expected for this program. For more information, visit haverford.edu/engineering/caltech

3/2 CITY PLANNING PROGRAM WITH THE UNIVERSITY OF PENNSYLVANIA

Haverford students majoring in the Growth and Structure of Cities at Bryn Mawr College may apply for admission to the 3/2 Program in City Planning offered in conjunction with the University of Pennsylvania. This arrangement with the University of Pennsylvania's Department of City and Regional Planning allows a student to earn both a Bachelor's degree in the Growth and Structure of Cities at Bryn Mawr and a Master of City Planning (MCP) at the University of Pennsylvania in five years. Qualified students who are accepted into the 3/2 program will be eligible for consideration for financial aid during their period of residence at the University of Pennsylvania. Students interested in the 3/2 BA/MCP program may apply through their Cities major advisor during their sophomore or junior years, although they are encouraged to begin discussing their interest with members of the Cities Program as early as the beginning of their sophomore year.

4+1 BIOETHICS PROGRAM WITH THE UNIVERSITY OF PENNSYLVANIA

Haverford students can earn a Bachelor's of Arts or Bachelor's of Science degree from Haverford and a Master's in Bioethics (MBE) from Penn's Bioethics Program in the Perelman School of Medicine in five years.

This 4+1 partnership enables qualified Haverford undergraduates to gain early and expedited admission into a master's degree offered by the Penn Department of Medical Ethics and Health Policy. Students may apply to the MBE program as an external "sub-matriculate" no later than the end of the summer after the sixth semester at Haverford and no earlier than the end of the fourth semester. A GPA of 3.5 is required to apply; the GRE is not required. The admissions decision is based on the student's transcript and letters of recommendation from one or more Haverford faculty members.

Upon acceptance to the program, students will take up to three graduate courses in Bioethics at Penn while still enrolled at Haverford; course selection is subject to approval by the MBE program's Director of Education. There is no additional financial charge for these courses. During the four years at Haverford, students will also complete all graduation requirements, which

can include courses taken at Penn as determined by Haverford's Director of Health Studies, Prof. Kaye Edwards..

The fifth year of the program is spent entirely at Penn. Nine courses in all (including those taken while a Haverford undergraduate) are required to complete the requirements for the MBE degree. There is no financial aid available from Penn for the fifth year of the program, however students can apply for federal student loans. The tuition is approximately \$4,900 per course as of 2014-15.

Undergraduates interested in applying for this program should contact Kaye Edwards, Director of Health Studies, at kedwards@haverford.edu and visit medicalethics.med.upenn.edu/education/master-of-bioethics-mbe for more information.

ONE-YEAR MASTER'S PROGRAM AT CLAREMONT MCKENNA COLLEGE'S ROBERT DAY SCHOOL OF ECONOMICS AND FINANCE

Haverford students accepted into the Robert Day School of Economics and Finance graduate school will receive full scholarship for their one-year Master's in Finance at the Claremont McKenna College (CMC) campus in Claremont, California. The program offers an intensive curriculum in economics and finance with an additional emphasis on co-curricular programming that develops career skills and supports post-graduate job placement.

The scholarship includes full-tuition, but students are responsible for the cost of living expenses and for providing proof of health insurance. Program fees are minimal and all program events, including networking trips, are fully funded by the program.

Eligible students must have a strong academic record, demonstrating excellent quantitative skills, particularly through course work in macroeconomics and microeconomics at the intermediate level, statistics, and, if possible, corporate finance. However, applicants can present a variety of academic profiles for consideration. Course work planned for the summer before matriculation in the graduate program can be taken into consideration in the selection process.

The application deadline is in February of the senior year. For more information about the Master's in Finance at CMC's Robert Day School

of Economics and Finance, please contact Anne Preston, Chair of Economics, at apreston@haverford.edu and visit cmc.edu/rdschool/academic/

FIVE-YEAR PROGRAM WITH THE CENTER FOR LATIN AMERICAN STUDIES AT GEORGETOWN UNIVERSITY

Haverford has been invited to join other distinguished colleges and universities in an agreement with the Center for Latin American at Georgetown University to participate in a five-year joint degree program. The cooperative agreement allows undergraduates who are concentrators in Latin American, Iberian, and Latino Studies to pursue an accelerated course of study in a graduate degree.

The program offers the highest qualified applicants the opportunity to count four courses from their undergraduate study toward the M.A. program in Latin American Studies at Georgetown University, enabling them to complete the degree in two semesters and one summer.

The five-year B.A.-M.A. program is designed for those students who demonstrate excellence at the undergraduate level. Qualified applicants must maintain a minimum GPA of 3.5, declare an interest in the Cooperative degree program during the junior year, and participate in the Center's summer study abroad program. During the senior year, students will apply through the normal Georgetown M.A. application cycle. If accepted into the M.A. program, up to four courses (two from the CLAS summer study program in Mexico or Chile and two advanced courses from Haverford) may be applied to the M.A. All M.A. prerequisites must be completed during the four years of undergraduate education, and candidates must have concentrated in Latin American Studies while at Haverford.

For more detailed information, consult Prof. Roberto Castillo or visit the Georgetown Center for Latin American Studies.

TWO-YEAR CHINA STUDIES MASTER'S PROGRAM AT ZHEJIANG UNIVERSITY

Applicants accepted into China Studies Program (CSP) of Zhejiang University (ZHU), will receive full scholarship for a two-year Master's in China Studies in Hangzhou, the location of ZJU. The program is conducted in English, but training in Mandarin is provided to help students navigate

the university, the city, and the broader cultural environment, where students will undertake an internship between the first year (which focuses on classroom study) and the second year (which focuses on independent research related to your topic of study).

The scholarship will include tuition; registration fee; living stipend of CNY 1,700 per month; free accommodation on campus; fees for laboratory experiment, internship, and basic learning materials; basic medical insurance including fees for outpatient medical services, accidental injury, and hospitalization medical treatment; one-time settlement subsidy of CNY 1,500; and possible research-related domestic travel fund.

The application deadline is in April of the senior year, by which time all the required application materials should reach the Office for China Studies Program at ZJU. The decision letter will be mailed out in June; the school year will start in September.

For more information about the two-year masters degree CSP program, please contact Paul Smith, Chair of East Asian Studies at Haverford, at psmith@haverford.edu and visit iczu.zju.edu.cn/english/type4/01031403.html

STUDY AT OTHER INSTITUTIONS

STUDY AT OTHER AMERICAN COLLEGES

Some students may also study at another college or university in the United States for the enrichment to be gained through different or more diversified liberal arts offerings. Some study at another school simply to experience college life in a different setting. Haverford has formal exchange programs with Claremont McKenna and Pitzer Colleges in California, and Spelman College in Georgia. Permission for such study must be granted by the student's advisor and dean. All courses must be approved in advance by the Chair of the department in question. In order to provide a semester's credit at Haverford (four course credits), a program at another institution must represent at least one-eighth of the degree program there; and similarly, in order to provide a year's credit at Haverford, the program must represent one-quarter of the degree at the other institution.

Students who expect to study away from Haverford for a semester or a year must confirm their intention in writing to their dean, using the same timetable as that for a Dean's leave. They should also inform their dean when they have been accepted by the institution to which they have applied. Naturally, they will have discussed at an earlier time tentative plans with their advisor and dean. They should, finally, ensure that they will have earned 19 credits outside of their major and fulfilled the general education requirements by the end of the senior year.

Note: Students may not attend programs abroad through an American college or university during the academic year and receive credit at Haverford unless they go through the Office of International Academic Programs.

INDEPENDENT STUDY WHILE NOT IN RESIDENCE

Students who wish to carry independent study credit while away from the College should secure the approval of their advisors and that of the instructor(s) involved before submitting the written proposal to the dean for final approval. If approved, students will be charged at rate of \$6,082 per credit.

SUMMER STUDY AT ANOTHER INSTITUTION

A student wishing to obtain Haverford credit for summer school at another institution should follow the procedures as outlined below:

- a. The student should secure from the Registrar's website a form entitled, "Application for Summer School Credit";
- b. With the form, the student should secure the approval of his/her faculty advisor, dean, and the Chairperson of the Haverford department which corresponds to the field in which the work is to be done. Advance approval is required for obtaining Haverford credit and approval should be based on the suitability of the course for Haverford credit; Approval sought retroactively will, in all likelihood, be denied. If no such department exists at Haverford College but does at Bryn Mawr College, then the student should seek the approval from the appropriate Bryn Mawr College Department Chairperson;
- c. In seeking approval, the student should first complete the descriptive information about the course (name, number, amount of credit conferred at the other institution, and

- the institution's name). The student should also present the catalog listing the course descriptions;
- d. The faculty advisor's signature should represent an approval of the course as a part of the student's program at Haverford.
 - e. Faculty assigning credit should proceed on the principle that at any institution, each course counts as a fraction of the credit required for the degree. At Haverford, the minimum graduation requirement is 32 credits, equal to 128 semester hours. Therefore, summer credit equivalents must be identical to academic year equivalents for transfer credit to be considered at Haverford.

Other regulations governing summer study:

- a. Courses taken in summer school will not satisfy Haverford course requirements for the major unless prior written approval is granted by the major supervisor;
- b. A summer course must not be a repeat of or at a lower level than a course already a part of the student's Haverford academic record;
- c. To receive Haverford credit for courses taken in summer school, a student must earn a grade at least one full grade above the lowest passing Haverford grade: at least a 2.0 on the Haverford scale, or a grade of "C" on the A-F scale;
- d. Permission for credit must be secured before the course is taken;
- e. For summer work at Bryn Mawr College, only the permission of the student's dean is required;
- f. In all cases of summer school work, including courses taken at Bryn Mawr and the University of Pennsylvania, students should have official transcripts forwarded to the Haverford College registrar. Unofficial grade reports will not be accepted for evaluation;
- g. Finally, students should realize that summer school credit, if accepted by Haverford, will transfer to Haverford simply as course credits. Course titles and credit values will be indicated on the record, but in no instance, including summer work at Bryn Mawr College and the University of Pennsylvania, will grades earned appear on the Haverford record; likewise, in no instance will the grades earned appear as part of the student's cumulative grade point average at Haverford;

Students should follow the above procedures for all summer study, including summer study

abroad. Approval for summer study abroad is identical to that for domestic summer study.

LEAVES OF ABSENCE

Leaves of absence can contribute greatly to the general education of some students. The College seeks to make it a fairly simple matter to arrange a leave. The authority to grant leaves and to specify their type, duration, and terms rests with the deans. Since the number of students admitted for any fall term depends upon the number of students returning, a student who requests a leave of absence late in the summer has effectively denied someone else a place at the College. If that student has also been assigned College housing, he or she is severely inconveniencing other students. Thus, a fine of \$500 may be imposed upon students requesting leaves of absence after August 1 of any given year.

If, after a semester has begun, a student for any reason leaves the College (Dean's Leave, Study Away, International Study, College Leave), he or she must vacate his or her dormitory room by a date determined by his or her dean in consultation with the student. In such cases, a pro-rated fee for room (and board, if applicable) will be assessed. At Haverford, leaves of absence fall into four categories:

- Unconditional Dean's Leave,
- Dean's Leave with Conditions
- College Leave
- Medical Leave

Students should note that while they may (or be required to) take courses at other institutions while on leave, if they are admitted as degree candidates at another institution while on any of these leaves of absence, he/she must transfer out of Haverford College. Failure to do so in such cases will compel the College to revoke a student's right to return to Haverford.

DEAN'S LEAVE

LEAVE WITHOUT CONDITION

Students in good academic standing may request a Dean's Leave without conditions for return. The student must simply write to his/her dean asking to be placed on leave and specifying the date on which the student wants the leave to begin (i.e., immediately or after final exams). Students should note that if they do not depart

on a Dean's Leave before the last day of classes in any given semester they must complete and perform satisfactorily on final exams and all other requirements for the courses in which they were enrolled in that semester; under no conditions will a Dean's Leave, with or without conditions for return, be granted during final exams period unless it is for a leave that commences after final exams.

Return from such a leave is automatic as long as it is within three years of the leave, and upon written request from the student. A student should write to his or her dean by March 1 for a fall semester return, or by December 1 for a spring semester return. Any student who remains on Dean's Leave (with or without conditions) for three years will be placed on College Leave and will have to petition the Dean of the College for permission to return to the College to resume his/her studies.

Should a student who has been granted an unconditional Dean's Leave fail one or more courses or otherwise perform poorly before the leave goes into effect, the student's dean or the Committee on Student Standing and Programs (CSSP) may revoke the Dean's Leave and place the student on a College Leave (see below).

CONDITIONAL LEAVE

The deans reserve the right to grant only a conditional Dean's Leave if a student finds it necessary to take leave in the midst of a semester and does not therefore complete his/her courses. Typically, a Dean will grant a conditional leave in cases in which a student experiences personal problems that impede his/her ability to perform academically or otherwise loses the sense of purpose that is necessary to remain adequately engaged in his/her studies. The conditions for return from such a Dean's Leave are at the discretion of each student's Dean.

COLLEGE LEAVE

A College Leave is involuntary and is employed in cases in which students are required to take leave for academic or disciplinary reasons. CSSP or the Dean of the College may place a student on College Leave and return from College Leave is not automatic. Students who wish to return are expected to present to the Dean convincing evidence of readiness to return. Deadlines for reapplying are the same as those for Dean's Leave. Normally students are not permitted to return to Haverford College from a second College Leave.

MEDICAL LEAVE

A student may request or be placed on a Medical Leave of absence. Such leaves are employed in a variety of circumstances: a student may request one if he/she has a medical condition that impairs his/her ability to perform academically; the College, through the Dean's Office, may place a student on medical leave if he/she is a danger to him/herself or others, is a severe disruption to the ability of other students to perform academically, or if the student is unable for medical reasons to fulfill his/her academic responsibilities.

For more information regarding Medical Leaves, consult the following web page:

blogs.haverford.edu/students-guide/

ADMISSION

OVERVIEW

The admission process at Haverford is conducted as a comprehensive review, treating each application personally and individually, and with extraordinary care and attention to detail. We aim to provide you with the opportunity to convey the broadest sense possible of who you are, what you have achieved during your secondary school experience, and how you will both contribute to and grow from a Haverford education.

Our primary consideration in the evaluation process is academic excellence. Haverford is interested in students who demonstrate ability and interest in achieving at the highest levels of scholarship and service; who will engage deeply and substantively with the community; and who are intent on growing both intellectually and personally.

To this end, we consider:

- secondary school transcript;
- standardized tests (see next section for required exams);
- teacher and counselor recommendations;
- quality of writing as demonstrated in your essays and testing;
- potential to contribute to the campus community;
- an interview, which is strongly recommended, especially for students who live within 150 miles of the Haverford campus.

We give the greatest weight to your academic transcript. The rigor of the courses you've taken, the quality of your grades, and the consistency with which you've worked over four years give us the clearest indication of how well you will do at Haverford.

Standardized tests also play a role in helping us evaluate you in comparison to students taught in many different secondary schools.

Recommendations, the form and content of your writing, your potential for contribution to the campus community, and your interview also help the Admission Committee draw fine distinctions among highly talented applicants. Financial need does not influence our admission decision for U.S. citizens and permanent residents.

APPLICATION INSTRUCTIONS

REQUIRED STANDARDIZED TESTS

Haverford requires that you submit the results of the three-part SAT exam and two SAT Subject Tests; or the ACT including the optional writing test. If you submit the ACT, you do not need to submit any SAT Subject Test results. Please be sure to take the exams at least one month prior to the application deadlines.

You may register online at:
SAT—Haverford Code #2289
www.collegeboard.com

ACT—Haverford Code #3590
www.actstudent.org

EARLY DECISION

This is a good option only for those who have decided early in the college search process that Haverford is their clear first choice. As an Early Decision applicant, you agree not to be a candidate in any other college's binding application process. You also agree, if admitted, to withdraw any existing applications to other colleges, to not initiate any new applications, and to enroll at Haverford.

Early Decision applications should be postmarked by November 15, and we mail our application decisions by December 15. Early Decision applicants may be admitted, deferred for reconsideration with the Regular Decision pool, or denied admission.

REGULAR DECISION

Your application should be postmarked by January 15, and you will receive our decision by early April. If you are admitted, you will need to reply to our offer by May 1. If you wish to remain on another school's waitlist after May 1, let us know, and we will extend your deadline.

DEFERRED ADMISSION

You may request to defer enrollment for one year provided you make that request by May 1. However, you may not enroll as a full-time student at any other college or apply to any other colleges during the year off.

EARLY ADMISSION

If you want to enroll at Haverford after completing your junior year of high school, you may apply to do so through the Regular Decision process. (Early Decision application is not allowed.) You must include a letter with your application detailing your reasons for choosing this option. You are also required to have an interview with a member of our Admission staff.

TRANSFER, GUEST, AND SPECIAL APPLICANTS

If you want to apply as a Transfer Student (offered for fall entry only), a full-time Guest Student for a semester or an entire year, or take an occasional class as a Special Student, you must use a different application for admission, which will have different deadlines. Please see our website for more information.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, about ten percent of our students grew up or attended high school abroad. Our Admission Committee is familiar with worldwide education systems. Regardless of your citizenship or geographic location, you should follow the same application process required of any other student. You are required to submit the same standardized tests as all other applicants. If English is not your first language, we recommend that you take the Test of English as a Foreign Language (TOEFL). You may register online at: TOEFL—Haverford Code #2289. www.ets.org/toefl

IB, AP, INTERNATIONAL EXAMS, AND COLLEGE COURSES

If you have taken International Baccalaureate, Advanced Placement, international exams (such as A-Levels), or college courses during secondary school, we view this as significant evidence of your academic accomplishment and preparation. If you have taken classes at a college or university, please have a transcript sent directly from the school to our office.

AFTER YOU APPLY

You will receive a receipt for your application via email after it is processed and a second notice by email once it is complete. If your application is incomplete, we will notify you via email using the email address that you provide us in your application. Please respond promptly and make sure to let us know if your email address changes.

2014-15 TUITION

Tuition.....	\$48,656
Room and Board.....	\$14,888
Student Activity fees.....	\$442
First-Year Orientation fee....	\$230
Total.....	\$64,216

FINANCIAL AID

Haverford's admission policy is "need-blind" for United States citizens and permanent residents. This means that our application decision is based solely on your achievements, talents, and promise. Your family's financial situation is not considered—it has no bearing on whether or not we offer you admission. Please note that Haverford College has limited financial aid for applicants who are not citizens or permanent residents of the United States. For more information on Haverford's need-based financial aid program, please see the following pages and visit the Financial Aid link on our website (www.haverford.edu/financialaid).

RETURNING STUDENTS

The 2015-2016 deadline for current/returning students to file all necessary forms with the federal government, the College Board, and Haverford College is April 20. Instructions, deadlines, and forms are available at www.haverford.edu/financialaid.

RATE OF GRADUATION

In compliance with the federal Student Right to Know Act of 1990 (Public Law 101-542), Haverford College provides the following information to prospective and currently enrolled students.

Class entering Fall 2008 (Class of 2012): Size at entrance, 327, Graduated 4 years later: 287
Graduated 5 years later: 17, Graduated 6 years later: 4, Total graduated, 308, or 94.2% of the original class.

COURSES OF INSTRUCTION

Africana & African Studies(Bi-Co)*
Anthropology •
Arabic**
Arts: Dance, Theater, and Writing (BMC)** •
Astronomy •
Athletics**
Biochemistry & Biophysics*
Biology
Chemistry •
Classical & Near Eastern Archaeology (BMC)
Classics •
Comparative Literature (Bi-Co) •
Computer Science •
Concentration in Scientific Computing •
East Asian Language & Culture (Bi-Co) •
Economics •
Education and Educational Studies* •
English
Environmental Studies •
Film Studies BMC
Fine Arts
French & Francophone Studies •
Gender & Sexuality Studies* •
Geology (BMC)•
German and German Studies •
Growth & Structure of Cities (BMC) •
Health Studies (Bi-Co) •
Hebrew & Judaic Studies (BMC)* •
History
History of Art (BMC) •
Independent College Programs
Italian (BMC) •
Latin American, Iberian, & Latino Studies*
Linguistics (Tri-Co) •
Mathematical Economics*
Mathematics & Statistics •
Middle Eastern & Islamic Studies*
Music •
Neuroscience•
Peace, Justice & Human Rights*
Philosophy •
Physics •
Political Science
Psychology •
Religion
Romance Languages (BMC)
Russian (BMC) •
Sociology •
Spanish •
Writing Program**

*Area of Concentration

**Program

• Minor

NUMBERING SYSTEM AND SYMBOLS

001—009: elementary courses

100—199: first-year and introductory courses

200—299: second-year courses

300—399: advanced courses

400—499: special categories of work (e.g.) 480 for independent study courses

The following letters (following a number) indicate:

“a”: a one-credit course given in the Fall Semester

“b”: a one-credit course given in the Spring Semester

“c”: a one-credit course given throughout the year

“d”: a half-credit course given September—October

“e”: a half-credit course given November—December

“f”: a half-credit course given throughout the first semester

“g”: a half-credit course given February—March

“h”: a half-credit course given April—May

“i”: a half-credit course given throughout the second semester

“j”: a half-credit course given throughout the year

Full-year courses (two credits) carry a numerical designation only. They must be carried through two semesters. In some cases, students may take one semester of such a course for credit, but only with permission of the chairperson of the department concerned.

The following designations refer to the distribution system for courses:

SO: fulfills a Social Science requirement

NA: fulfills a Natural Science requirement

HU: fulfills a Humanities requirement

QU: fulfills the Quantitative requirement

**DEPARTMENT
DESCRIPTIONS AND
COURSE LISTINGS**

Archived

AFRICANA STUDIES (BI-CO)

haverford.edu/africanastudies

African and Africana Studies is a developing synthetic field that brings a global frame of reference and a variety of disciplinary perspectives to the study of Africa and the African Diaspora. Drawing on anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, the field reflects processes of emancipation, decolonization, and development—against a background of international economic change—in Africa itself and in societies worldwide with populations of African origin.

African and Africana Studies is a Bi-College program, offered as a minor at Bryn Mawr or as an area of concentration at Haverford.

CURRICULUM

The foundation course for African studies as well as for the African and Africana Studies program at Haverford and Bryn Mawr is Independent College Programs 101a, “Introduction to African and Africana Studies”/History 102a “Introduction to Africana Civilizations,” which:

- is suitable for first-year students
- enrolls undergraduates from all four institutions
- utilizes on-site resources of the four campuses
- provides a foundation and a frame of reference for advanced work
- is co-taught each year by two instructors from different disciplines.

We advise students to enter the program by taking this course as early as possible and to complete it by the end of the junior year.

AFRICAN AND AFRICANA STUDIES REQUIREMENTS

1. Independent College Programs 101a, “Introduction to African and Africana Studies”/History 102a, “Introduction to Africana Civilizations”
2. Five more courses from the list reproduced in the college catalogs, or from a list of new courses periodically approved.
3. At least one of these courses must deal with the African Diaspora.

4. A senior thesis or seminar-length essay in an area of Africana studies.

Students are urged to include in their program courses beyond the introductory level that deal with continental Africa and the African Diaspora. Successful completion of the Africana studies minor/concentration is noted on student transcripts at graduation.

Students majoring in a department that requires a thesis satisfy the requirement by writing on a topic approved by his or her department and by the coordinator(s) of the Africana Studies program. If the major department does not require a thesis, an equivalent written exercise that is a seminar-length essay is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator(s) of the Africana studies program.

In addition to meeting these common requirements, students concentrating in Africana Studies at Haverford College must also satisfy a distribution requirement. Of the six courses they take, at least two, but no more than three, must be taken in their home department; the remaining three to four courses must be taken in at least two other departments. Independent College Programs 101a, “Introduction to African and Africana Studies”/History 102a “Introduction to Africana Civilizations.” Provides a foundation and a frame of reference for advanced work. Students are advised to enter the Africana studies program by taking this course as early as possible and to complete it by the end of the junior year.

COORDINATORS

AT HAVERFORD:

Jesse Weaver Shipley

Chair and Associate Professor of Anthropology

AT BRYN MAWR:

Kalala Ngalamulume

Associate Professor of History

COURSES AT HAVERFORD

FALL

- ANTHH245A001 ETHNOGRAPHY OF AFRICA:
CULTURE, POWER, AND IDENTITY IN
AFRICA
- ANTHH249A001 COLONIAL LAW & HUMAN RIGHTS
- ANTHH301A001 ANTHROPOLOGY OF TRICKSTERS
- ANTHH351A001 WRITING AND SOCIAL
CONSTRUCTION OF SUBJECTIVITY
- COMLH312A001 ADVANCED TOPICS IN FRENCH
LITERATURE: LE CONGO/ZAIRE
- COMLH351A001 WRITING AND SOCIAL
CONSTRUCTION OF SUBJECTIVITY
- ENGLH276A001 LITERATURE AND POLITICS OF
SOUTH AFRICAN APARTHEID
- ENGLH364A001 AFTER MASTERY: TRAUMA,
RECONSTRUCTION, AND THE LITERARY EVENT
- FRENH312A001 ADVANCED TOPICS IN FRENCH
LITERATURE: LE CONGO/ZAIRE
- HISTH114A001 ORIGINS OF THE GLOBAL
SOUTH
- HISTH310A001 POLITICAL TECHNOLOGIES OF RACE
AND THE BODY
- HLTHH310A001 POLITICAL TECHNOLOGIES OF
RACE AND THE BODY
- PEACH249A001 COLONIAL LAW & HUMAN RIGHTS
- POLSH242A001 WOMEN IN WAR AND PEACE
- RELGH230A001 RELIGION AND BLACK FREEDOM
STRUGGLE

SPRING

- ANTHH155B001 THEMES IN THE ANTHROPOLOGY
OF RELIGION
- ANTHH245B001 ETHNOGRAPHY OF AFRICA
- ENGLH265B001 AFRICAN AMERICAN
LITERATURE:SATIRE IN THE BLACK TRADITION
- ENGLH361B001 TOPICS IN AMERICAN LITERATURE
- HISTH221B001 SLAVERY, AGENCY AND
IDEOLOGIES
- HISTH307B001 GENDER, RACE, AND CLASS IN THE
AMERICAS
- POLSH283B001 AFRICAN POLITICS AND
LITERATURE
- RELGH132B001 VARIETIES OF THE AFRICAN
AMERICAN RELIGIOUS EXPERIENC
- RELGH229B001 BLACK RELIGION AND WOMANIST
THOUGHT
- RELGH305B001 SEMINAR IN RELIGION, ETHICS, AND
SOCIETY: RELIGION AND ETHNOGRAPHY
- RELGH254B001 RAP AND RELIGION: RHYMES
ABOUT GOD AND THE GOOD
- SPANH340B001 THE MOOR IN SPANISH LITERATURE

COURSES AT BRYN MAWR

FALL

- ANTHB20001 AFRICA IN THE WORLD
- ARCHB101001 INTRO:EGYPTIAN/NEAR E. ARCH
- CITYB237001 THEMES IN MOD AFRICAN HISTORY
- CITYB269001 BLACK AMER SOCIO PERSPECTIVE
- CITYB237001 THEMES IN MOD AFRICAN HISTORY-
URBANIZATION IN AFRICA
- ENGLB217001 NARRATIVES OF LATINIDAD
- ENGLB262001 AFRICAN AMERICAN LITERATURE
- FRENB213001 THEORY IN PRACTICE:HUMANITIES-
CRITICAL THEORIES
- GNSTB103001 INTRO SWAHILI LANG & CULTURE
- HISTB102001 INTRO TO AFRICAN CIVILIZATIONS
- HISTB237001 THEMES IN MODERN AFRICAN
HISTORY-AFRICAN CITIES:HIST PERSEPECTI
- HISTB237001 TOPICS: MODERN AFRICAN HISTORY-
URBANIZATION IN AFRICA
- HISTB243001 ATLANTIC CULTURES-HISTORY OF
AFRICAN DIASPORA
- HISTB265001 AMERICAN COLONIAL ENCOUNTERS
- HISTB336001 TOPICS IN AFRICAN HISTORY-
HISTORY OF DISEASE & MEDICINE
- SOCLB229001 BLACK AMER SOCIO PERSPECTIVE
- SPANB217001 NARRATIVES OF LATINIDAD

SPRING

- ANTHB20001 THE ATLANTIC WORLD 1492-1800
- ARCHB230001 ARCHI & HIST OF ANCIENT EGYPT
- CITYB237001 THEMES IN MOD AFRICAN HISTORY-
AFRICAN ECONOMIC DEVELOPMENT
- CITYB266001 SCHOOLS IN AMERICAN CITIES
- CITYB269001 BLACK AMER SOCIO PERSPECTIVE
- COMLB388001 CONTEMPORARY AFRICAN FICTION
- EDUCB200001 CRITICAL ISSUES IN EDUCATION
- EDUCB260001 MULTICULTURAL EDUCATION
- EDUCB266001 SCHOOLS IN AMERICAN CITIES
- ENGLB264001 BLACK BARDS (POETRY)
- ENGLB362001 AFRICAN AMERICAN LITERATURE
- ENGLB388001 CONTEMPORARY AFRICAN FICTION
- FRENB254001 TEACHING (IN) THE POSTCOLONY
- GNSTB105001 INTRO TO SWAHILI LANG/CULT II
- HISTB20001 THE ATLANTIC WORLD 1492-1800
- HISTB236001 AFRICAN HISTORY SINCE 1800
- HISTB237001 TOPICS: MODERN AFRICAN HISTORY-
AFRICAN ECONOMIC DEVELOPMENT
- HISTB337001 TOPICS IN AFRICAN HISTORY-
WITCHCRAFT IDEOLOGY
- HISTB339001 MAKING OF THE AFRICAN DIASPORA
- POLSB243001 AFRICAN/CARIB PERSP WORLD POL
- SOCLB225001 WOMEN IN SOCIETY
- SOCLB229001 BLACK AMER SOCIO PERSPECTIVE
- SOCLB266001 SCHOOLS IN AMERICAN CITIES

ANTHROPOLOGY

haverford.edu/anthropology

Anthropology is the holistic and comparative study of human beings from a variety of perspectives—historical, linguistic, biological, social, and cultural—in pursuit of a deeper understanding of humankind and the promotion of informed social policy. Anthropologists:

- conduct “participant-observation” ethnographic research with diverse social groups in different parts of the world, examining how people imagine and structure their lives and aspirations.
- study social life and organization, modes of subsistence, exchange practices, the family, politics and power, ritual and religion, gender, and all forms of expressive culture.
- study social, economic, cultural, and political systems—how these systems are inhabited, contested, changed and reproduced over time.
- pay particular attention to the relationships between local contexts and broader global social, geographic and historical regimes and ideas.
- aim to address through ethnographic and documentary research the most pressing issues of our times, especially with reference to the effects of globalization, the challenges of social and ethnic diversity, and the pursuit of social justice in the domains of health, the environment, and human rights.

At Haverford we teach socio-cultural anthropology, which has three central traits:

- It is comparative: we compare social and cultural phenomena in one place to those in another and in relation to general theories about humans and human societies. This comparative method allows us to tease out what is unique and distinctive about the subject we are studying and what more generally tends to be true.
- It is holistic. We study practices and institutions as they are embedded in context.
- It involves participant-observation fieldwork. Social and cultural anthropologists live in the communities they are studying for extended periods of time, to build a perspective that integrates an insider’s and an outsider’s points of view.

Anthropologists have long studied both Western and non-Western civilizations, including people and social institutions re-imagining modernity in Africa, Asia, and Latin America, paying particular attention to the value and diversity of the full human cultural record as well as to the contemporary predicaments of marginalized peoples. Ethnographers work on small-scale communities as well as processes of globalization. Over the last three decades scholars in anthropology have begun to focus their work also on powerful metropolitan and cosmopolitan social actors, both in the United States and globally. As ethnographers study the work of businessmen, planners, state officials, doctors, artists, and professionals in transnational institutions such as Wall Street and the World Bank, the discipline has made key contributions in critical debates about globalization, financial reform, public health, education, environment, and urbanization, and our curriculum is fully engaged with these areas of research and study.

The anthropology major teaches students the methods of social and cultural research and analysis and introduces them to the history of anthropology. Students are encouraged to think critically and self-reflectively about several areas of intellectual inquiry, including:

1. The discipline of anthropology:
 - To understand the unique contribution that anthropology makes to the study of the social, and addresses the most pressing issues of our times
 - To learn how to situate strange and familiar social practices and cultural categories in shifting and contingent historical, economic, and political formations and structures
 - To recognize the impact of the position of the scholar in the production of knowledge
 - To know the key figures in anthropology and their specific theoretical, methodological, and empirical contributions to the history and development of the discipline
 - To understand key contemporary debates in the field and how older notions of race,

- culture, nation, and language have shaped recent theoretical innovations
- To be familiar with the subfields of the discipline (e.g., political and legal anthropology, medical anthropology, the anthropology of religion, environmental anthropology, etc.) and their contributions to knowledge.
2. The craft and theory of anthropological research:
- To have first-hand experience of data-collection methods, including ethnographic field research, interviewing, and archival research
 - To understand the ethical obligations of an ethnographic researcher and to be able to engage others with respect and compassion
 - To be versed in the ethnographic record of more than one society; to develop a capacity to think comparatively across cultures; to problematize and analyze familiar practice and “common sense” in a new light
 - To understand the relationship between theory and empirical data, i.e.,
 - how specific anthropologists have used theory to interpret and explain social and cultural formations, and
 - how particular ethnographic situations and circumstances have allowed or required specific anthropologists to revise, critique, and improve theoretical models
 - To understand ethnography as a methodology and a genre of writing
3. The basic skills of anthropological writing and communicating anthropological knowledge:
- To be able to write a critical essay, a fieldnote, an academic book review, and a review of the literature for a topic of anthropological interest
 - To understand the difference between a scholarly argument that proves a particular point (interpretive, explanatory), and an argument that advocates an attitude or action
 - To be able to construct a sound argument supported by evidence and to be able to engage in scholarly debate
 - To understand the diverse media and forums through which anthropological knowledge is communicated to the public.

CURRICULUM

Students may take archaeology or physical/biological anthropology courses at Bryn Mawr College. We expect students to familiarize themselves with the use of e-mail, Blackboard, Tripod, and the storage server.

MAJOR REQUIREMENTS

Students are required to take a total of 11 courses in the major, including six required courses within the department. Individual programs require the advisor's approval.

- ANTH 103a, Introduction to Anthropology, preferably in the first or second year.
- ANTH 303a or b, “History and Theory of Anthropology,” before the senior year.
- One course focused on an ethnographic area, such as ANTH 241, “Mediterranean”; ANTH 245, “Africa”; ANTH 244, “China”; or a similar course at Haverford or on another campus.
- One other 200-level course in this department.
- One other 300-level course in this department, before the senior year.
- Four additional courses approved by your major advisor.
- A two-credit, intensive Senior Thesis Seminar, during the fall and spring semesters of the senior year (ANTH 450/451).

For the final thesis project, the anthropology major:

- defines a research question
- situates that question within a broader field of anthropological and scholarly inquiry
- conducts research with primary source materials (ethnographic, archival, and/or material)
- develops an original argument about the primary source materials that is informed by the relevant theory and anthropological literature.

All major programs require the approval of the major advisor. Students may count no more than one biological anthropology or archaeology course for the Haverford major. Students must take the remaining courses in the Haverford Anthropology department, in an anthropology department within the Tri-Co or at Penn. Taking courses to count toward the major outside of Haverford's Anthropology department, outside of the discipline, or while studying abroad requires approval of the student's advisor.

Students may count no more than two courses outside of the discipline towards the major, and these courses must relate to the student's specific interests.

MINOR REQUIREMENTS

The minor in anthropology consists of six courses, including:

- ANTH 103a, "Introduction to Anthropology";
- ANTH 303, "History and Theory of Anthropology";
- an ethnographic area course; and
- three other courses at the 200 or 300 level, including one course at the 300 level.

Minors must take a minimum of three courses in the Haverford department. All minor programs require approval of the minor advisor.

HONORS REQUIREMENTS

The faculty in the department of Anthropology decides honors based upon overall excellence in the major:

- outstanding work in the senior thesis (final written work and oral presentation)
- strong cumulative performance in all anthropological coursework (typically a grade point average of 3.7 or higher)
- a record of consistent intellectual commitment and participation in the department.

Faculty awards high honors upon occasion, for exceptional contributions in all three areas.

FACULTY

Jesse Weaver Shipley

Chair and Associate Professor

Laurie Kain Hart

Stinnes Professor of Global Studies

Zolani Ngwane (on leave Spring 2016)

Associate Professor

Joshua Moses

Assistant Professor

Anne Balay

Visiting Assistant Professor

E. Gabriel Dattatreyan

Visiting Assistant Professor

Patricia Kelly

Visiting Assistant Professor

Christopher Roebuck

Visiting Assistant Professor

Zainab Saleh

Visiting Assistant Professor

AFFILIATED FACULTY AT BRYN MAWR COLLEGE:

Gary McDonogh

Helen Hermann Chair

Professor of Growth and Structure of Cities

*Faculty of the Bryn Mawr Department of Anthropology:
brynmawr.edu/anthropology/faculty.html*

COURSES

ANTHH103A001 INTRODUCTION TO ANTHROPOLOGY

Laurie Kain Hart

An introduction to the basic ideas and methods of social anthropology. Examines major theoretical and ethnographic concerns of the discipline from its origins to the present, such as family and kinship, production and reproduction, history and evolution, symbolism and representation, with particular attention to such issues as race and racism, gender and sexuality, class, and ethnicity; Prerequisite: Not open to students who have completed BMC ANTH102.; Social Science (SO)

ANTHH155B001 THEMES IN THE ANTHROPOLOGY OF RELIGION

Zolani Noonan-Ngwane

What is it that rituals actually do? Are they enactments (affirmations) of collective ideals or are they arguments about these? Are they media for political action or are they expressions of teleological phenomena? The course is a comparative study of ritual and its place in religious practice and political argumentation. Concrete case studies will include an initiation ritual in South Africa, the Communion Sacrament in Christianity, a Holocaust commemorative site in Auschwitz, and the cult of spirit-possession in Niger.; Cross-listed: Anthropology, Religion; Social Science (SO)

ANTHH200B001 VIRUSES, HUMANS, VITAL POLITICS: AN ANTHROPOLOGY OF HIV & AIDS

Christopher Roebuck

This course provides a theoretical foundation for cultural analyses and responses to HIV & AIDS. Topics include the history of HIV & AIDS and their epidemiological trends; medical and public health responses in various (inter)national settings; structural factors shaping vulnerability and access to prevention and treatment; local and global AIDS activisms; social stigma, discrimination, and criminalization; discourses of human rights, humanitarianism, and citizenship; and representations of risk, sickness, and care.; Cross-listed: Anthropology, Health Studies; Prerequisite: ANTH103 or related social science; Social Science (SO)

ANTHH203A001 IMAGINING THE ARCTIC: READING CONTEMPORARY ETHNOGRAPHIES OF THE NORTH

Joshua Moses

Circumpolar regions have been imagined as vast, remote, wild and pristine regions of the planet. More recently, with images of polar bears sinking on sea ice, the Arctic has been depicted as vulnerable, imperiled by climate change and environmental destruction. Focusing on ethnography, this course examines how scholars have engaged critical issues facing the contemporary Arctic. Themes include local/global interactions, indigenous politics, resource extraction, human/animal relations, self-governance and cultural politics. Readings include, Franz Boas, Jean Briggs, Eleanor Leacock, George Wenzel, Hugh Brody, Julie Cruikshank , Kirk Dombrowski and Lisa Stevenson.; Cross-listed: Anthropology, Environmental Studies; Prerequisite: ANTH103 or ENVS101 or the equivalent; Social Science (SO)

ANTHH204B001 GENDER & SEXUALITY IN ME

Zainab M. Saleh

The cultural construction of gender and sexuality, kinship, inheritance, and marriage; the per-formative dimensions of sexual identity; the cultural politics of motherhood; myths of matriarchy; ideologies of masculinity and femininity; Humanities (HU)

ANTHH207B001 VISUAL ANTHROPOLOGY

Jesse Weaver Shipley

This course looks at anthropology's relationship to the visual, focusing particularly on

ethnographic film. How have anthropologists used visual media and ethnographic film to represent culture and produce knowledge? Students will study visual anthropology as a field and also practice as visual anthropologists by making two short ethnographic films in groups.; Prerequisite: ANTH103 or BMC ANTH102.; Social Science (SO)

ANTHH208B001 DIY MOVEMENTS & AMERICAN ENVIRONMENTALISM

Joshua Moses

This course is a comparative and historical introduction to museums and objects and how we might study and think about them as anthropologists. It places special emphasis on cultural history museums and the complex interplay of memory, memorialization, cultural heritage, history and museum exhibits. How do museum publics and museum professionals explore the past through objects, and how do changing ethical standards of collecting, management, and display of artifacts inform those explorations? The professor's background as museum curator and director inspires these efforts to understand museums as cultural institutions, and professional museum practices form an important part of course discussions. The course will address in some detail the ways in which museums deal with issues of repatriation of cultural property. Students will debate in class controversial exhibits and repatriations (or their lack), with a view to better comprehend how and why museum professionals make specific decisions within complex cultural institutions. Students conduct research on the collection, management and exhibition of individual museum objects.

ANTHH216A001 WOMEN AND POWER: BAD GIRLS- GENDER AND LABOR IN WORKING-CLASS AMERICA

TBA Department staff

This course explores how work and class shape and challenge out assumptions about gender and sexuality. Grounded in anthropological notions of power and culture, the readings are interdisciplinary, ranging from Esther Netwon's pioneering Mother Camp and Christine Walley's Exit Zero to novels, oral histories, and popular music. We examine what work is, and how it can be understood as forming, and being formed by, subjectivities, collectivities, and imaginaries in the contemporary USA.; Social Science (SO)

ANTHH223A001 OLD AGE IN THE MODERN AGE*Terry Snyder*

This course provides a survey on the history of aging in the United States from the seventeenth through the twentieth century. The class will examine broad consideration of aging through lenses of historical, community, and care perspectives. It will begin with introductory context of age inventions regarding childhood, adolescence and middle age/mid-life. We will look at shifting theories and attitudes on age. We will examine issues of demographics and poverty among the elderly, as well as health care and social assistance programs. Further investigation on the impact or roles of race, ethnicity and religion will be considered. We will explore the influence of industrialization, retirement, and experience in shaping ideas of age and the lived experience. Finally, we will examine these ideas on aging through a close reading of historical case studies of past and current Philadelphia CCRC's (Continuing Care and Retirement Communities); Social Science (SO)

ANTHH224A001 MICROBES--ANIMALS--HUMANS: ETHNOGRAPHIC ADVENTURES IN MULTISPECIES WORLDS*Christopher Roebuck*

The course invites an anthropological engagement with what has been termed critical animal studies and the “turn to the animal.” This is a budding multidisciplinary field that investigates relations among human and non-human actants, and the shape of interspecies living. The course contends with relationships between “the human” and “the animal”, their ethical implications, and their social, political, and ecological effects in contemporary lifeworlds. We grapple with the complex, often contradictory, and always fragile interdependences of earthly life.; Prerequisites: 100 level course in ANTH, HLTH, ENVS or related social sciences; Social Science (SO)

ANTHH245A001 ETHNOGRAPHY OF AFRICA: CULTURE, POWER, AND IDENTITY IN AFRICA*Zolani Noonan-Ngware*

This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of social anthropology to our understanding of the history and socio-cultural identities and practices of the people of Africa; Social Science (SO)

ANTHH245B001 ETHNOGRAPHY OF AFRICA*Zolani Noonan-Ngware*

This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of social anthropology to our understanding of the history and socio-cultural identities and practices of the people of Africa.; Social Science (SO)

ANTHH247A001 ANTHROPOLOGY AND LITERATURE: ETHNOGRAPHY OF BLACK SOUTH AFRICAN WRITING 1888-2008*Zolani Noonan-Ngware*

Through analysis of the development of writing in colonial and apartheid South Africa this course examines the “crisis of representation” of the past two decades in literature and anthropology. We will consider debates about the textual status of ethnographic monographs and the more general problems of writing and social power. Specifically, we will look at how such writing contributed to the construction and transformation of black subjectivity. Course material will include 19th and 20th century texts by black South Africans including life narratives, particularly collaborated autobiographies by women in the 1980's.; Prerequisite: one course in COML or ANTH.; Social Science (SO)

ANTHH249A001 COLONIAL LAW & HUMAN RIGHTS*Jesse Weaver Shipley*

This course examines the colonial legacies of contemporary discourses of human rights and development as they are relevant in contemporary global politics. By taking an historical approach to the idea of rights we will make connections between sovereignty, the rule of law, and the rights of citizenship. We will use a critical eye to explore the conditions of possibility that allow states, development organizations, donor agencies, and individuals to unwittingly reproduce centuries old tropes of poverty, degradation, and helplessness of non-Western peoples. Using historical descriptions of the encounters between Europeans and Africans in West Africa and South Africa we will unpack assumptions about African societies. We will also explore liberalism and its connections to British colonialism and its contemporary incarnations.; Prerequisites: One course related to Africa, African politics, African literature; Social Science (SO)

ANTHH250A001 READING MEXICO, READING ETHNOGRAPHY

Patricia L. Kelly

This course examines the ethnography of contemporary Mexico, focusing upon themes such as gender, ethnic, and class inequality; social movements and protest; nationalism and popular culture; and urbanization and migration. Class will begin by exploring various approaches to reading, writing, and analyzing ethnographic texts; through deep reading of select ethnographies, we will examine the relationships between power, culture, and identity in Mexico while assessing current trends in anthropological fieldwork and ethnographic writing.; Social Science (SO)

ANTHH253A001 ANTHROPOLOGY OF THE MIDDLE EAST AND NORTH AFRICA

Zainab M. Saleh

This course surveys anthropological approaches to the Middle East and North Africa, with a focus on themes of representation. In addition, we will explore questions of gender, religion, nation-state, colonialism, tribes, subject formation, and sexuality. We will examine a range of critical methodologies applying them to a variety of ethnographic sources that anthropologists have been using in their studies, namely archives, fieldwork, poetry, memorials, science and technology.; Prerequisite: one 100-level course in ANTH, POLS, SOCL or HIST.; Social Science (SO)

ANTHH260A001 CULTURES OF HEALTH & HEALING: AN INTRODUCTION TO MEDICAL ANTHROPOLOGY

Christopher Roebuck

Are our bodies, ourselves lively artifacts? How do social, cultural and political forces shape health, illness and survival as well as understandings and experiences of “the body”? This introductory course in medical anthropology approaches these questions by examining ethnographic studies and cross-comparative analyses. Topics include diverse concepts of disease etiology and healing practice; theories of embodiment and somatization; ethnomedicine, medical pluralism, and (bio)medicalization; structural violence, inequalities, and social suffering; political and moral economies of global health and medical humanitarianism; HIV/AIDS and other infectious diseases; and effects of new medical technologies on how “we” live and die.; Cross-listed in Anthropology; Prerequisite: ANTH103

or equivalent related course in social sciences; Social Science (SO)

ANTHH261B001 MEMORY, HISTORY, ANTHROPOLOGY

Zainab M. Saleh

This course is an introduction to major anthropological theories on memory, remembrance, and forgetting. We will approach memory as a site of social practices that is situated in a political and historical context. We will focus on the dynamics of collective vs. personal memory, as well as the relationship between memory and the writing of history. Some of the readings include key figures in the study of memory such as Pierre Nora, Maurice Halbwachs, and Sigmund Freud. In addition, we will explore how different individuals and groups employ memory to reflect on the past, to memorialize tragedies and anniversaries, to imagine a nation, to remember a lost home, or to construct selfhood. We will discuss venues through which memory is expressed, including museums and memorials, narratives and oral history, popular culture, and rituals. The readings draw from diverse disciplines, such as history, philosophy, literature, psychoanalysis, and anthropology.; Prerequisite: One 100-level course in Anthropology, Political Science, Sociology, or History; Social Science (SO)

ANTHH264A001 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES

Terry Snyder

Spectacles reflect, influence, and change cultural experiences, meaning, and understanding. This course will consider the materiality of spectacular nineteenth century US events through critical examination of historical accounts, primary research, and close readings of objects.; Social Science (SO)

ANTHH281B001 NATURE/ CULTURE: AN INTRODUCTION TO ENVIRONMENTAL ANTHROPOLOGY

Joshua Moses

This course will introduce students to the emerging field of environmental anthropology that focuses on the interrelationship between human cultures and natural environments. Environmental anthropology studies the various ways in which our biological survival and our social structures are influenced by environmental factors around us, while at the same time analyzing how our actions shape these

environmental factors in turn. The course will engage with some of the key themes of the major sub-disciplines of environmental anthropology, viz. ecological anthropology, ethnoecology, political ecology, environmental justice, and sustainability studies. Topics covered will include human adaptation, traditional environmental knowledge, food justice, race/ class and access to safe environment, etc.; Prerequisite: ANTH103 or ENVS101; Social Science (SO)

ANTHH301A001 ANTHROPOLOGY OF TRICKSTERS

Jesse Weaver Shipley

This course traces the character of the trickster as important to the development of 20th century anthropology and social theory. The trickster figure in anthropology, folklore, and religious studies has been used to examine how a society understands itself. The identification of the category of the trickster and attempt to fit various apparently transgressive characters and social phenomena into it speaks both to the history of anthropology as well as to fundamental ontological and epistemological questions about rationality, duality, temporality, and meaning raised in ethnographic inquiry. Fulfills ACNC concentration requirement. This is an advanced seminar meant for anthropology majors or students with advanced social theory course work in history, literature, art history, philosophy, sociology.; Prerequisites: ANTH103 or equivalent and at least one 200 level or higher class with social theory content.; Social Science (SO)

ANTHH302B001 OIL, CULTURE, POWER

Zainab M. Saleh

This course will examine the political, social, and cultural history of oil. As the single most important commodity in the world, the story of control over this highly prized resource is a complex and violent one. It will discuss the ways in which oil has defined the fates empires and nation-states, the rise and fall of local political movements, violence, neoliberal governmentality, and knowledge production.; Prerequisite: one 100-level course in ANTH, POLS, SOCL or HIST.; Social Science (SO)

ANTHH303A001 HISTORY AND THEORY OF ANTHROPOLOGY

Christopher Roebuck

The development of anthropological thought. Theories of society and the human subject, social

organization and social structure, and the culture concept. Structuralism, Marxist anthropology, the crisis of representation in the 1980s and 1990s, postmodernism, the relationship between ethnography and history, and practice theory. Prerequisite: One course in anthropology, excluding BMC ANTH303.; Social Science (SO)

ANTHH306B001 EMPIRES OF SEX: RACE/GENDER/SEXUALITY/IMPERIALISM(S)

Christopher Roebuck

An examination of how technologies of imperialist control and domination work through the simultaneous racialization and sexualization of bodies, of populations, of people. Readings engage anthropological, autobiographical, historical, and philosophical texts. Topics include power and identity/identification, violence and resistance, erotics and kinship, intimacy and governing, dispossession and sovereignty.; Cross-listed: Anthropology, Health Studies; Prerequisite: At least one prior course in ANTH, HLTH or Gender and Sexuality Studies.

ANTHH307B001 PERFORMING IDENTITY: RACE/GENDER/SEXUALITY IN THEORY AND PRACTICE

Jaclyn Pryor

Performing Identity: This seminar/studio hybrid course is designed to introduce students to theories of race, gender, sexuality, and other identities, with a particular attention to performance as a method of analysis and inquiry.; Crosslisted: English, Anthropology, Gender and Sexuality Studies; Prerequisites: One 100 or 200-level course in ENGL, PJHR, ANTH, MUSC, ARTS, Africana Studies or a related discipline.; Humanities (HU)

ANTHH308B001 DIY (DO IT YOURSELF) MOVEMENTS AND AMERICAN ENVIRONMENTALISMS

Joshua Moses

This course will provide a historical grounding, reading of contemporary theory, and experiential introduction to the multiple strands of DIY movements. During the lab section of this course students will be charged with developing hands-on collaborative project, designed to embody both the ideals and practice of Do it Yourself (DIY) movements.; Crosslisted: Anthropology, Environmental Studies; Prerequisite: ENVS101, ANTH103, and at least one 200 level course.; Social Science (SO)

ANTHH322A001 ETHNOGRAPHIC METHODS*Joshua Moses*

The course will provide training in qualitative research methods, with a focus on participant-observation. It will engage with theoretical debates, ethical questions, and practical issues concerning the craft of ethnographic field work. Students will conduct several small-scale field exercises and design and implement a larger ethnographic project.; Prerequisite: ANTH102 or 103.; Social Science (SO)

ANTHH330A001 RACE, CLASS AND PUBLIC ANTHROPOLOGY IN THE US*Patricia L. Kelly*

This course examines poverty, work, whiteness, race, and migration in the wake of three decades of neoliberal economic policies in the US, and how anthropologists do work in the public interest on these topics. Students will learn themes in the literature, theoretical scaffolding, and research methods of applied, public, and activist anthropology in relation to US-based ethnography. The course includes field research in Fishtown (Philadelphia); Social Science (SO)

ANTHH350A001 SOCIAL & CULTURAL THEORY: THE GREEK CRISIS IN ETHNOGRAPHIC PERSPECTIVE*Laurie Kain Hart*

Buying African fair trade coffee beans at the corner cafe; reading about Madonna's adoption of two Malawian children in the popular press; watching video recordings of Barack Obama's public HIV test in rural Kenya: each of these phenomena reflects our material & emotional entanglement with people and places previously disconnected & distant from us. How does a pervasive sense of global conductivity & intimacy change the ways in which we imagine ourselves, the public good, and others? In this course we will read recent ethnographies alongside social & critical theory (Foucault, Bourdieu, de Certeau, Deleuze, et al.) to consider how ethnographic methods can illuminate the diverse cultures & subjectivities presupposed and produced by international development & research, and address contemporary problems of global community. Course work will include a research term paper.; Prerequisites: Two courses in ANTH or consent of the instructor. ANTH303 recommended.; Social Science (SO)

ANTHH350B001 SOCIAL AND CULTURAL THEORY: THE GREEK CULTURE CRISIS IN ETHNOGRAPHIC PERSPECTIVE*Laurie Kain Hart*

An anthropological insight into the practice of biodiversity conservation will expose students to the intense political and theoretical debates that surround environmental policies that aim to preserve rare flora and fauna. Biodiversity conservation involves modifying human behavior so that people are either encouraged to actively engage in preserving certain species, or to refrain from using specific landscapes that serve as important ecological habitats. Since factors like race/class/gender/ethnicity significantly influence human life, it is of little surprise that such factors also impact how processes of biodiversity conservation are experienced by different groups of people in very different ways. Through ethnographic accounts from South Asia, Eastern Africa, and United States, the course will explore debates regarding fortress model of conservation vs. participatory models of conservation as two contesting models for effective preservation of biodiversity.; Social Science (SO)

ANTHH351A001 WRITING AND SOCIAL CONSTRUCTION OF SUBJECTIVITY*Zolani Noonan-Ngwenya*

This course is an interdisciplinary exploration of writing as a social institution, personal ritual, cultural artifact and a technology. Beginning with some debates in the social sciences concerning the place of literacy in individual cognitive development and social progress, we will proceed to explore some core assumptions about speech and writing in western thought from Plato to recent French feminist theory. The goal of this course is to offer students a genealogical account of anthropological ways of thinking about the human being as a creative agent and a social subject.; Cross-listed in Comparative Literature; Prerequisite: ANTH103 and 303.; Social Science (SO)

ANTHH353A001 CITIZENSHIP, MIGRATION, AND BELONGING*Zainab M. Saleh*

Migration, displacement and tourism at a mass scale are a modern phenomenon. These different forms of movements have intensified debates over the other, identity, home, and exile. This course offers a critical examination

of the question of human movement in the age of globalization. Some of the issues that will we focus on include: national identity and globalization, mass media, nostalgia and the notion of home, and imagination of the past/home among migrant groups. The course will also explore new academic approaches that have emphasized hybrid identities and double-consciousness among both migrant communities and the host countries.; Prerequisites: One 200-level course in ANTH, POLS, SOCL or HIST; Social Science (SO)

ANTHH355B001 ANTHROPOLOGY AND THE NEW FACES OF MODERNITY

Zolani Noonan-Ngwenya

An examination of recent trends in reflection on modernity in the human and social sciences. This course addresses questions about social subjectivity, globalization and the endurance of modernity through a number of ethnographic snapshots from different parts of the world.; Social Science (SO)

ANTHH450A001 SENIOR SEMINAR: RESEARCH AND WRITING

Laurie Kain Hart

The fall semester of the two-semester senior thesis seminar. Students do archival and ethnographic research, write a research prospectus, get training on ethics, and write a review of the anthropological literature on their area of inquiry.; Social Science (SO)

ANTHH451B001 SENIOR SEMINAR: SUPERVISED RESEARCH AND WRITING

Laurie Kain Hart

The spring semester of the two-semester senior thesis seminar. Students complete research on their thesis and write an ethnography. Most of the semester is individual meetings between thesis writers and advisors. The spring senior thesis seminar includes a public thesis presentation and an oral exam.; Social Science (SO)

ARABIC (TRI-COLLEGE)

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

FACULTY

AT BRYN MAWR:

Grace Armstrong

Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Manar Darwish

Instructor of Arabic and Coordinator of Bi-Co Arabic Program

Farnaz Perry

Drill Instructor

AT SWARTHMORE:

Khaled al-Masri

Assistant Professor Arabic
Coordinator of Islamic Studies Program
kalmasr1@swarthmore.edu

Ben Smith

Visiting Assistant Professor Arabic
bsmith3@swarthmore.edu

Ahmad Muhammad

Visiting Lecturer Arabic

COURSES

AT HAVERFORD:

ARABH001A001 INTRODUCTION TO MODERN STANDARD ARABIC

Manar Darwish

Humanities (HU)

AT BRYN MAWR:

ARABBO03001 2ND YR MOD STANDARD ARABIC

Manar Darwish

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

Approach: Course does not meet an Approach; ;
Haverford: Humanities (HU)

AT SWARTHMORE:

ARAB 001 01 INTENSIVE ELEM MOD STAN ARABIC

Smith, B

ARAB 001A INT ELEM MOD STAN ARABIC-DRILL

Muhamed, A

ARAB 003 01 INTERMED MOD STANDARD ARABIC I

Chahine, N

INTER MOD STAN ARABIC I-DRILL

Muhamed, A

ARAB 011 01 ADVANCED ARABIC I

Chahine, N

ARAB 011A 01 ARABIC CONVERSATION

Muhamed, A

ARAB 012 01 ADVANCED ARABIC II

Muhamed, A

ARAB 012A 01ADVANCED ARABIC CONVERSATION

Muhamed, A

ARAB 021 01TOPICS IN MODERN ARABIC LITERATURE

Chahine, N

ARAB 022 01 OPPRESSION IN ARABIC FICTION

Al-Masri, K

ARAB 030 01 LITERATURE OF RESISTANCE

Smith, B

ARTS PROGRAM AT BRYN MAWR COLLEGE

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

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

FACULTY

Dilruba Ahmed, Lecturer

Madeline Cantor, Assistant Director and Term Professor of Dance

Linda Caruso Haviland, Director and Associate Professor of Dance

Nomi Eve, Lecturer

Lauren Feldman, Lecturer

Thomas Ferrick, Lecturer

Cordelia Jensen, Lecturer

Karl Kirchwey, Professor of Creative Writing (on leave semesters I and II)

Mark Lord, Alice Carter Dickerman Director of the Arts Program and Professor of the Arts on the Theresa Helburn Chair of Drama and Director of the Theater Program

Cynthia Pushaw Reeves, Lecturer

Catharine Slusar, Assistant Professor of Theater
J.C. Todd, Lecturer

Daniel Torday, Associate Professor and Director of the Creative Writing Program

ARTS IN EDUCATION

The Arts Program offers a Praxis II course for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites.

COURSES

ARTA B251 ARTS TEACHING IN EDUCATIONAL AND COMMUNITY SETTINGS

Cantor, M.

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater. Counts towards: Praxis Program

Crosslisting(s): EDUC-B251

CREATIVE WRITING

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

When approved, the independent major in Creative Writing may also be pursued as a double major with another academic major subject.

MINOR REQUIREMENTS

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

CONCENTRATION IN CREATIVE WRITING

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

COURSES

ARTW B159 INTRODUCTION TO CREATIVE WRITING

Ahmed,D.

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

ARTW B240 LITERARY TRANSLATION WORKSHOP

Open to creative writing students and students of literature, the syllabus includes some theoretical

readings, but the emphasis is practical and analytical. Syllabus reading includes parallel translations of certain enduring literary texts (mostly poetry) as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation, adaptation, and reimagining. Each student will be invited to work with whatever non-English language(s) s/he has, and to select for translation short works of poetry, prose, or drama. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" sound almost alike; throughout, the course concerns the impossibility and importance of literary translation. (Not Offered 2015-2016)

ARTW B260 WRITING SHORT FICTION I

Reeves, C., Torday, D.

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

ARTW B261 WRITING POETRY I

Ahmed,D.

In this course students will learn to "read like a writer," while grappling with the work of accomplished poets, and providing substantive commentary on peers' work. Through diverse readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of

the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.

ARTW B262 PLAYWRITING I

Feldman, L.

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

ARTW B263 WRITING MEMOIR I

The purpose of this course is to provide students with practical experience in writing about the events, places and people of their own lives in the form of memoir. Emphasis will be placed on open-ended investigation into what we think we know (about ourselves and others) and how we think we came to know it. In addition to writing memoir of their own, and workshop discussions, students will also read and discuss works by writers such as Montaigne, Hazlitt, Freud, H.D., J.R. Ackerley, Georges Perec, and more contemporary writing by writers such as Akeel Bilgrami, Elif Batuman, Emily Witt, Lawrence Jackson. Although little mention will be made of the master narratives of American memoir—Christian redemption, confession, captivity, and slavery—the class will consistently struggle to come to terms with their foundational legacy in American life and letters. (Not Offered 2015-2016)

ARTW B264 NEWS AND FEATURE WRITING

Ferrick, T.

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in The Philadelphia Inquirer and The New York Times. Several working journalists will participate as guest speakers to explain

their craft. Students will write stories that will be posted on the class blog, the English House Gazette.

ARTW B265 CREATIVE NONFICTION

Torday, D.

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

ARTW B266 SCREENWRITING

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own. (Not Offered 2015-2016)

ARTW B268 WRITING LITERARY JOURNALISM

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered. (Not Offered 2015-2016)

ARTW B269 WRITING FOR CHILDREN

Jensen, C.

In this course, students have the opportunity to hone the craft of writing for children and young adults. Through reading, in-class discussion, peer review of student work, and private conferences with the instructor, we will examine the specific requirements of the picture book, the middle-

grade novel, and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students' creative work in all aspects of storytelling, including character development, plotting, world building, voice, tone, and the roles of illustration and page composition in story narration.

ARTW B360 WRITING SHORT FICTION II

Torday,D.

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshopping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

ARTW B361 WRITING POETRY II

Instructor(s): Todd,J.

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

ARTW B364 LONGER FICTIONAL FORMS

Eve,N.

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words.

Students will examine the craft of their work and of published prose. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

ARTW B365 CREATIVE NONFICTION II

An exploration of approaches to writing personal essays and lyric essays designed to strengthen skills of experienced student essayists as practitioners and critics. Requires writing at least five pages each week, workshopping student essays, and reading texts ranging from long personal essays to book-length essays, to explore how writers can work within the broader parameters of the long essay. Suggested Preparation: ARTW B265 or work demonstrating equivalent expertise in writing personal and lyric essays. Students without the ARTW B265, must submit a writing sample of 10-15 pages in length (nonfiction prose) to the Creative Writing Program during the preregistration period to be considered for this course. (Not Offered 2015-2016)

ARTW B403 SUPERVISED WORK

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

DANCE

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of ballet, modern and jazz, as well as a full range of technique courses in diverse genres and various traditions. Several performance opportunities are available to students ranging from our Dance Outreach Project, which travels to schools throughout the Philadelphia region, to our Spring Concert in which students work with professional choreographers or reconstructors and perform

in our main stage theater. Students may also investigate the creative process in three levels of composition and choreography courses. We also offer lecture/seminar courses designed to introduce students to dance as a vital area of academic inquiry. These include courses that examine dance within western practices as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or propose a major through the independent major program. The core academic curriculum for the dance minor or independent major in dance includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

MINOR REQUIREMENTS

Requirements for the dance minor are six units of coursework: three required (ARTD B140, B142, and two .5 credit courses: one must be selected from among the following technique courses: 136-139, or any 200 or 300 level technique course; the second .5 credit course must be a technique course at the 200 or 300 level or selected from among the following performance ensembles: 345-350); three approved electives; and attendance at a prescribed number of performances/events. With the advisor's approval, one elective in the minor may be selected from allied Tri-College departments

INDEPENDENT MAJOR IN DANCE REQUIREMENTS

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD 142 and one additional composition/choreography courses; one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation in a performance ensemble is highly recommended. The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance by taking two writing intensive or one writing intensive course in Dance or an approved allied program or department, , and a senior capstone experience. With the advisor's approval, two electives in the major may be selected from allied Tri-College departments. In both the minor and the major,

students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

TECHNIQUE COURSES AND PERFORMANCE ENSEMBLE COURSES

The Dance Program offers a full range of dance instruction including courses in ballet, modern, jazz, and African as well as techniques developed from other cultural art and social forms such as flamenco, Classical Indian, Polynesian hula, hip-hop, Latin social dance, and tap dance, among others. A ballet placement class is required for upper level ballet courses. Performance ensembles, choreographed or re-staged by professional artists, are by audition only and are given full concert support. The Dance Outreach Project tours regional schools. Technique courses ARTD 136-139, 230-232, 330-331, and most dance ensembles are offered for academic credit but all technique courses and ensemble courses may be taken for Physical Education credit instead (see both listings below).

TECHNIQUE/ENSEMBLE COURSES FOR PE CREDIT

- PE B101 BALLET: BEGINNING TECHNIQUE**
- PE B102 BALLET: INTERMEDIATE TECHNIQUE**
- PE B103 BALLET: ADVANCED TECHNIQUE**
- PE B104 BALLET WORKSHOP**
- PE B105 MODERN: BEGINNING TECHNIQUE**
- PE B106 MODERN: INTERMEDIATE TECHNIQUE**
- PE B107 MODERN: ADVANCED TECHNIQUE**
- PE B108 JAZZ: BEGINNING TECHNIQUE**
- PE B110 JAZZ: INTERMEDIATE TECHNIQUE**
- PE B111 HIP-HOP TECHNIQUE**
- PE B112 AFRICAN DANCE**
- PE B116 SALSA**
- PE B117 CLASSICAL INDIAN DANCE**
- PE B118 MOVEMENT IMPROVISATION**
- PE B120 INTRO. TO FLAMENCO**
- PE B121 TAP I**
- PE B122 INTRO TO SOCIAL DANCE**
- PE B123 TAP II**
- PE B125 SWING DANCE**
- PE B126 RHYTHM & STYLE: FLAMENCO AND TAP**
- PE B127 SOCIAL DANCE FORMS: TOPICS INTRO TO SOCIAL DANCE, SWING, SALSA**
- PE B129 THE GESTURE OF DANCE: CLASSICAL INDIAN AND POLYNESIAN/HULA**
- PE B145 DANCE ENSEMBLE: MODERN**
- PE B146 DANCE ENSEMBLE: BALLET**
- PE B147 DANCE ENSEMBLE: JAZZ**
- PE B148 DANCE ENSEMBLE: AFRICAN**
- PE B149 DANCE ENSEMBLE: OUTREACH**
- PE B150 DANCE ENSEMBLE: SPECIAL TOPICS (2015-16: HIP-HOP)**
- PE B195 MOVEMENT FOR THEATER**
- PE B196 DANCE COMPOSITION LAB**
- PE B197 DIRECTED WORK IN DANCE**

COURSES FOR ACADEMIC CREDIT

- ARTD B136 001 INTRO TO DANCE TECHNIQUES I - MODERN**
ARTD B137 002 INTRO TO DANCE TECHNIQUES I - BALLET
ARTD B138 001 INTRO TO DANCE TECHNIQUES II - MODERN
ARTD B139 002 INTRO TO DANCE TECHNIQUES II - BALLET
ARTD B140 APPROACHES TO DANCE: THEMES AND PERSPECTIVES
ARTD B142 DANCE COMPOSITION I
ARTD B145 DANCE: CLOSE READING
ARTD/ANTH B223 ANTHROPOLOGY OF DANCE (NOT OFFERED 2015-16)
ARTD B230 INTERMEDIATE TECHNIQUE: MODERN
ARTD B231 INTERMEDIATE TECHNIQUE: BALLET
ARTD B232 INTERMEDIATE TECHNIQUE: JAZZ
ARTD B240 DANCE HISTORY I: ROOTS OF WESTERN THEATER DANCE (NOT OFFERED 2015-16)
ARTD B241 DANCE HISTORY II: A HISTORY OF CONTEMPORARY WESTERN THEATER DANCE (NOT OFFERED 2015-16)
ARTD B242 DANCE COMPOSITION II
ARTD B250 PERFORMING THE POLITICAL BODY (NOT OFFERED 2015-16)
ARTD B265 DANCE, MIGRATION AND EXILE (NOT OFFERED 2015-16)
ARTD/ANTH B310 PERFORMING IN THE CITY: THEORIZING BODIES IN SPACE (NOT OFFERED 2015-16)
ARTD B330 ADVANCED TECHNIQUE: MODERN
ARTD B331 ADVANCED TECHNIQUE: BALLET
ARTD B342 ADVANCED CHOREOGRAPHY
ARTD B345 DANCE ENSEMBLE: BALLET
ARTD B346 DANCE ENSEMBLE: MODERN
ARTD B347 DANCE ENSEMBLE: JAZZ
ARTD B348 DANCE ENSEMBLE: AFRICAN
ARTD B349 DANCE ENSEMBLE: OUTREACH
ARTD B350 DANCE ENSEMBLE: SPECIAL (HIP-HOP)
ARTD B390 SENIOR PROJECT/THESIS
ARTD B403 SUPERVISED WORK
ARTD B403 002 SUPERVISED WORK: ANATOMY FOR THE DANCER
ARTA B251/EDUC B251 ARTS TEACHING IN EDUCATIONAL AND COMMUNITY SETTINGS

COURSES

ARTD B136 INTRODUCTION TO DANCE TECHNIQUES I: MODERN

Cantor, M.

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course are: Ballet: Beginning Technique; Rhythm and Style: introduction to tap and flamenco; African Dance; and Hip-hop. The schedule of these courses can be found on the Dance Program website brynmawr.edu/dance/courses/schedule.html.

Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments. In lieu of books, students will be assigned to see a dance performance (typical costs: \$12-30) but may take advantage of free Tri-co performances. Offered on a Pass/Fail basis only. Crosslisting(s): PE-B105

ARTD B137 INTRODUCTION TO DANCE TECHNIQUES I: BALLET

Caruso Haviland, L., Cantor, M.

Students enrolling in this course take one full semester of elementary ballet dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course are: Ballet: Beginning Technique; Rhythm and Style: introduction to tap and flamenco; African Dance; and Hip-hop. The schedule of these courses can be found on the Dance Program website [www.brynmawr.edu/dance/courses/schedule.html](http://brynmawr.edu/dance/courses/schedule.html). Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments. In lieu of books, students will be assigned to see a dance performance (typical costs: \$12-30) but may take advantage of free Tri-co performances. Offered on a Pass/Fail basis only. Crosslisting(s): PE-B101

ARTD B138 INTRODUCTION TO DANCE TECHNIQUES II: MODERN

Cantor, M.

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course vary by semester and may include: Ballet: Beginning Technique; Jazz: Beginning Technique; Tap: Beginning Technique; Social Dance: Salsa/Swing; or Movement Improvisation. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html and, at the beginning of the semester, on BIONIC under Physical Education. Students must attend the required number of

technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only. Prerequisite: ARTD B136 or B137

ARTD B139 INTRODUCTION TO DANCE TECHNIQUES II: BALLET

Caruso Haviland, L., Cantor, M.

Students enrolling in this course take one full semester of elementary modern dance and, in conjunction with the Dance Program, select another full semester technique course as well. The two courses together constitute .5 credit. Options for the second course vary by semester and may include: Ballet: Beginning Technique; Jazz: Beginning Technique; Tap: Beginning Technique; Social Dance: Salsa/Swing; or Movement Improvisation. The schedule of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html and, at the beginning of the semester, on BIONIC under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only. Prerequisite: ARTD B136 or B137

ARTD B140 APPROACHES TO DANCE: THEMES AND PERSPECTIVES

This course introduces students to dance as a multi-layered, significant and enduring human behavior that ranges from art to play, from ritual to politics and beyond. It engages students in the creative, critical and conceptual processes that emerge in response to the study of dance. It also explores the research potential that arises when other areas of academic inquiry, including criticism, ethnology, history and philosophy, interact with dance and dance scholarship. Lectures, discussion, film, video, and guest speakers are included. (Not Offered 2015-2016)

ARTD B142 DANCE COMPOSITION I

Brick, D.

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering

are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent participation in any level technique course is required.

ARTD B145 FOCUS: DANCE/CLOSE READING

This is a focus course. Students will engage in a close reading of dance, using live dance performances as primary texts and setting these performances in critical and historical contexts through readings in dance criticism and theory, activities, discussion and media. Each week, students will apply their findings in organized field trips to live performances, selected from a range of genres, and will work through their responses in discussion and writing. Requires performance attendance on weekends. (Not Offered 2015-2016)

ARTD B223 ANTHROPOLOGY OF DANCE

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts, including contact improvisation, Argentinian tango, Kathak dance in Indian modernity, a range of traditional dances from Japan and China, capoeira in today's Brazil, and social dances in North America and Europe. Recognizing dance as a kind of shared cultural knowledge and drawing on theories and literature in anthropology, dance and related fields such as history, and ethnomusicology, we will examine dance's relationship to social structure, ethnicity, gender, spirituality and politics. Lectures, discussion, media, and fieldwork are included. Prerequisite: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor. (Not Offered 2015-2016)

ARTD B230 MODERN: INTERMEDIATE TECHNIQUE

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical

challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Preparation: three semesters of beginning level modern, its equivalent, or permission of the instructor. Crosslisting(s): PE-B106

ARTD B231 BALLET: INTERMEDIATE TECHNIQUE

Mintzer,L., Mass,C.

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

ARTD B232 JAZZ: INTERMEDIATE TECHNIQUE

Goodman,Y.

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Prerequisite: two semesters of beginning level jazz, its equivalent, or permission of the instructor. Crosslisting(s): PE-B110

ARTD B240 DANCE HISTORY I: ROOTS OF WESTERN THEATER DANCE

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will

consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to the impact of global interchange on the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences. (Not Offered 2015-2016)

ARTD B242 DANCE COMPOSITION II

Cantor,M.

This course builds on work accomplished in Composition I and develops an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on projects and will have some opportunity to revise and expand work. Readings and viewings will be assigned and related production problems will be considered. Concurrent participation in any level technique course is required. Pre-requisite: ARTD B142.

ARTD B250 PERFORMING THE POLITICAL BODY

Caruso Haviland,L.

This course explores how artists, activists, intellectuals and people in the street have used dance and performance to support political goals and ideologies or to perform social, political, or cultural interventions in the public sphere. From a wide range of possibilities across time and cultures we will focus on how dance as an embodied practice is an effective medium for analyzing ideologies and practices of power particularly with reference to gender, class, and ethnicity. Students will also investigate the body as an active agent of social change and political action. In addition to lectures and discussion, the course will include film, video, slides, guest lecturers and some easy movement exercises. A prior dance lecture/seminar course or a course in a relevant discipline e.g. gender studies, anthropology, sociology, history is recommended but not a prerequisite.

ARTD B265 DANCE, MIGRATION AND EXILE

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms, and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-creation of heritage and the production of new traditions in refugee camps and in diaspora. Prerequisite: a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace and Conflict Studies, or permission of the instructor. Crosslisting(s): ANTH-B265 (Not Offered 2015-2016)

ARTD B310 PERFORMING THE CITY: THEORIZING BODIES IN SPACE

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 field trips are included. Prerequisites: One Dance lecture/seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor. Crosslisting(s): ARTT-B310 (Not Offered 2015-2016)

ARTD B330 MODERN: ADVANCED TECHNIQUE

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance. Prerequisite: Two semesters of PE B107/ARTD B230: Modern: Intermediate Technique, its equivalent, or permission of the instructor. Crosslisting(s): PE-B107

ARTD B331 BALLET: ADVANCED TECHNIQUE

Mintzer,L., Moss,C., Brown,K.

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance. The last half hour of this class includes optional pointe work with permission of the instructor. Preparation: Minimum of three semesters of intermediate level ballet, its equivalent, or permission of the instructor.

ARTD B342 ADVANCED CHOREOGRAPHY

Caruso Haviland, L., Cantor, M.

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. Concurrent attendance in any level technique course is required. Pre-requisite: ARTD B242.

ARTD B345 DANCE ENSEMBLE: MODERN

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in one technique class a week is required. Crosslisting(s): PE-B145

ARTD B346 DANCE ENSEMBLE: BALLET

Dance ensembles are designed to offer students significant opportunities to develop dance

technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers.

Concurrent attendance in at least one technique class per week is required. Crosslisting(s): PE-B146

ARTD B347 DANCE ENSEMBLE: JAZZ

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers.

Concurrent attendance in at least one technique class per week is required. Crosslisting(s): PE-B147 (Not Offered 2015-2016)

ARTD B348 DANCE ENSEMBLE: AFRICAN

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical

practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is suggested. Crosslisting(s): PE-B148 (Not Offered 2015-2016)

ARTD B349 DANCE ENSEMBLE: DANCE OUTREACH PROJECT

Cantor, M.

Dance Outreach Ensemble is a community-focused project in which students learn both a lecture-demonstration and a narrative dance work and tour this combined program to schools every Fall in the Philadelphia area, reaching 1500 to 2000 children each year. Dance Outreach introduces these children to dance through a program of original choreography that is supported by commissioned music and costuming as well. Interested students are expected to have some experience in a dance form or genre, enthusiasm for performance, and an interest in education in and through the arts. Students are selected after an initial group meeting and movement session in the Fall.

Concurrent participation in at least one technique class per week is suggested. Crosslisting(s): PE-B149

ARTD B350 DANCE ENSEMBLE: SPECIAL TOPICS

This is a topics course. The genre or style content of this ensemble varies. Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and achievement of expected levels of performance. This course is suitable for intermediate and advanced level dancers.

Concurrent attendance in at least one technique class per week is suggested. Crosslisting(s): PE-B150 (Not Offered 2015-2016)

ARTD B390 SENIOR PROJECT/THESIS

Majors develop, in conjunction with a faculty

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

ARTD B403 SUPERVISED WORK

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project. Permission of the instructor is required. Current topic description: Human musculoskeletal anatomy class that applies anatomy to dance technique, performance of various kinds, and general movement. Covers muscles and bones, kinesiology, strengthening/stretching techniques, and injury identification/management. Theoretical knowledge supported with actual movement analysis in dance studio. Reading, quizzes, midterm, final.

FINE ARTS

Students may complete a major in Fine Arts at Haverford College.

The fine arts courses offered by the department are structured to accomplish the following: (1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

MAJOR REQUIREMENTS

Fine arts majors are required to concentrate in either painting, drawing, sculpture, photography or printmaking; four 100-level foundation courses in each discipline from each faculty member; two different 200-level courses outside the area of concentration; two 200-level courses and one 300-level course within that area; three art history courses to be taken at Bryn Mawr College or equivalent, and Senior Departmental Studies 499. For majors intending to do graduate work,

it is strongly recommended that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr College.

MINOR REQUIREMENTS

Fine arts minors are required to take four of 100-level foundation courses in painting (or drawing), sculpture, printmaking, and photography; two 200-level courses and one 300-level course within the chosen area of study; and one art history/theory/criticism, or visual culture courses.

THEATER

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

MINOR REQUIREMENTS

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

THEATER PERFORMANCE

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

COURSES

ARTT B142 DANCE COMPOSITION I

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in

the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent participation in any level technique course is required. Crosslisting(s): ARTD-B142

ARTT B151 FOCUS: DRAMATIC STRUCTURES IN PLAYS, PERFORMANCE, AND FILM

Lord, M.

This course is an introduction to techniques of dramatic structure that are used in the creation of plays, works of performance art, and films. We will have recourse in our work to some crucial theoretical documents as well as to play scripts both classic and contemporary and archived and live performances. Participants will make critical readings of works using the techniques of artistic analysis utilized by directors, dramaturgs, actors, playwrights and designers. This course is intended to be a touchstone for the study of any of these creative pursuits as well as an excellent opportunity for interested students to acquaint themselves with critical aspects of the creative process.

ARTT B152 FOCUS: WRITING ABOUT THEATER AND PERFORMANCE

Lord, M.

This course will constitute an introduction to writing about theater and performance art events. Our work will be structured in relation to a number of live and archived performances which the class will see on and off-campus. Students will practice techniques for preparing to see a performance, discuss strategies for reading dramatic texts and for observing time-based art. We will read notable examples of occasional criticism by a diverse group of writers of the past fifty years, who publish in a wide variety of forms including on blogs and social media. We will examine their work for techniques and strategies. Students will also read and respond to each other's writing. Central questions of the course include the evolution of critical vocabulary, the role of the critic's bias, the development of a critical voice, and the likely trajectory of the fields of criticism and performance.

ARTT B230 TOPICS IN AMERICAN DRAMA

Considers American plays of the 20th century,

reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays. Crosslisting(s): ENGL-B230 (Not Offered 2015-2016)

ARTT B232 TECHNICAL THEATER I: FUNDAMENTALS OF LIGHTING TECHNIQUES AND TECHNOLOGY

The course is an introduction to how lights and lighting technologies are implemented in a theatrical context. Different from lighting design, this course is on the fundamental skills of instrument operation, installation, programming, and troubleshooting. Collaboration is the key to the successful implementation of these skills and students will work with designers to properly execute their concepts. Students will be required to attend outside performances and provide written analysis on how the techniques they've learned may have been used. (Not Offered 2015-2016)

ARTT B233 TECHNICAL THEATER II: FUNDAMENTALS OF SCENIC CARPENTRY

The course is an introduction to the basic principles of scenic carpentry and set construction. It is meant to offer a hands-on approach to the craft as well as the underlying concepts behind how sets are built. Students will begin with a safety course in the use of hand and power tools, then learn how to translate design drawings into fully realized sets. Fundamental set elements such as flats, jacks, and cubes will be built, as well as individual projects. Students can expect to leave the class empowered by a project based learning experience that will translate into a practical skill set useful in both theater and the outside world. This is a quarter course. (Not Offered 2015-2016)

ARTT B250 TWENTIETH-CENTURY THEORIES OF ACTING

An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic, and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical

approaches to the task of developing a role are applied in workshop and scene study.

ARTT B251 FUNDAMENTALS OF ACTING

Slusar,C.

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

ARTT B252 FUNDAMENTALS OF TECHNICAL THEATER

A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production.

ARTT B253 PERFORMANCE ENSEMBLE

Lord,M., Slusar,C.

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

ARTT B254 FUNDAMENTALS OF THEATER DESIGN

Matsushima,M.

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

ARTT B255 FUNDAMENTALS OF COSTUME DESIGN

Matsushima,M.

Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design.

ARTT B262 PLAYWRITING I

Feldman, L.

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play. Crosslisting(s): ARTW-B262

ARTT B265 ACTING ACROSS CULTURE

Slusar,C.

This course examines how we access Shakespeare across culture and across language, as performers and audience members. We will explore the role of creator/performer using traditional and non-traditional means (text work and scansion, investigation of objective and actions, and first-folio technique). Prerequisites: Fundamentals of Acting or its equivalent.

ARTT B270 ECOLOGIES OF THEATER: PERFORMANCE, PLAY, AND LANDSCAPE

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer to. Through readings in contemporary drama and performance and through the construction and evaluation of performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances. Suggested Preparation: Any course in theater, design, film, dram, or permission of the instructor.

Crosslisting(s): COML-B269 (Not Offered 2015-2016)

ARTT B310 PERFORMING THE CITY: THEORIZING BODIES IN SPACE

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and

investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 field trips are included. Prerequisites: One Dance lecture/seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor. (Not Offered 2015-2016)

ARTT B332 THE ACTOR CREATES: PERFORMANCE STUDIO IN GENERATING ORIGINAL WORK

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent her own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting) (Not Offered 2015-2016)

ARTT B351 ACTING II

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

ARTT B353 ADVANCED PERFORMANCE ENSEMBLE

Lord,M., Slusar,C.

An advanced, intensive workshop in theater performance. Students explore a range of performance techniques in the context of rehearsing a performance project, and participate in weekly seminars in which the aesthetic and theatrical principles of the play and production will be developed and challenged. The course may be repeated. Prerequisite: ARTT B253 or permission of the instructor.

ARTT B354 SHAKESPEARE ON THE STAGE

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances. (Not Offered 2015-2016)

ARTT B356 ENDGAMES: THEATER OF SAMUEL BECKETT

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques. (Not Offered 2015-2016)

ARTT B359 DIRECTING FOR THE STAGE

Lord,M.

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

ARTT B403 SUPERVISED WORK

ARTT B425 PRAXIS III

(Not Offered 2015-2016)

ASTRONOMY

haverford.edu/astronomy

The Astronomy department centers its curriculum on the phenomena of the extraterrestrial Universe and on understanding them in terms of the fundamental principles of physics. We emphasize student research with faculty members, and upper-level courses contain substantial project- and/or research-based investigation.

The 12 courses currently offered in the Astronomy Department address the variety of learning goals:

- Knowledge of the contents of the extraterrestrial universe, including planets, stars, galaxies, and the large-scale structure of the universe itself, and understanding the formation and evolution of all of these.
- Problem-solving skills: Like physics, astronomy emphasizes the understanding the physical world in terms of physical laws, an endeavor that is validated by applying these mathematical laws to a variety of astrophysical phenomena and then solving the resulting mathematical problem in order to verify the subsequent predictions with observations.
- Constructing models: The construction of models to describe natural phenomena and astronomy represents the most creative aspect of any science.
- Developing Physical Intuition: the ability to look at a complicated system and know what's important.
- Computer programming
- Observing skills in using a variety of astronomical instruments
- Research experience, which involves:
 - confronting the unknown and tolerating its ambiguity
 - generating new science with which to understand new observations
 - analyzing data
 - the art of scientific collaboration
 - oral and written communication of new results
 - designing new experiments/observations
 - networking with other scientists to generate new collaborative efforts.

CURRICULUM

Our department offers two majors: astronomy and astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom.

The department also offers a minor in astronomy.

- The astronomy major is appropriate for students who desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy.
- The astrophysics major is appropriate for students who wish to pursue the study of astronomy with additional attention to the physical principles that underlie astrophysical phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue a career in astronomy or astrophysics, or to do graduate study in astronomy or astrophysics.

Although a variety of pathways can lead to a major in the department, we advise prospective astronomy or astrophysics majors to:

- study physics (Physics 105 and 106, or 101 and 102, or Bryn Mawr equivalents) beginning in their first year
- enroll in Astronomy 205/206 and Physics 213/214 in their sophomore year.
- take Astronomy/Physics 152 in the second semester of the first year.

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

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either physics or astronomy.

Astronomy majors may pursue a double major or a minor in physics. A concentration in scientific computing is available for astronomy and astrophysics majors.

ASTRONOMY MAJOR REQUIREMENTS

Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214.

- Two mathematics courses. Majors can use Mathematics 121 and all 200-level or higher mathematics courses to satisfy this requirement.
- Astronomy 205, Astronomy 206, and four 300-level astronomy courses, one of which majors may replace with an upper-level physics course. Majors may substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- Astronomy 404, which students may replace by approved independent research either at Haverford or elsewhere.
- Written comprehensive examinations.

Majors may substitute Bryn Mawr equivalents for the non-astronomy courses. We recommend but do not require Astronomy/Physics 152.

ASTROPHYSICS MAJOR REQUIREMENTS

- Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214, Physics 211 (usually taken concurrently with Physics 213).
- Two mathematics courses. Majors can use Mathematics 121 and all 200-level or higher mathematics courses to satisfy this requirement.
- Astronomy 205, Astronomy 206, and any two 300 level astronomy courses. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- Physics 302, Physics 303, and Physics 309.
- The Senior Seminar, Physics 399, including a talk and senior thesis on research conducted by the student. Majors can undertake this research in a 400-level research course with any member of the Physics or Astronomy departments or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The major

writes a thesis under the supervision of both the research advisor and (if the research advisor is not a Haverford faculty member) a Haverford advisor.

Majors may substitute Bryn Mawr equivalents for the non-astronomy courses. We recommend but do not require Astronomy/Physics 152 and Physics 308.

MINOR REQUIREMENTS

- Physics 105 (or 101); Physics 106 (or 102)
- Astronomy 205; Astronomy 206; one 300 level astronomy course. Minors may substitute a 100-level Swarthmore astronomy seminar for the 300-level astronomy course.

We recommend (but do not require) Astronomy/Physics 152.

HONORS REQUIREMENTS

The department regards all astronomy and astrophysics majors as candidates for Honors. For both majors, faculty awards honors in part on the basis of superior work in the departmental courses and in certain related courses. For astronomy majors, the faculty also bases honors on performance on the comprehensive examinations, with consideration for independent research. For astrophysics majors, the faculty also bases honors on the senior thesis.

FACILITIES

The William J. Strawbridge Observatory, given in 1933, has its own library, classroom, computer room, and workspace for departmental students. Facilities include:

- a computer controlled 16" Schmidt-Cassegrain telescope with a CCD camera;
- a CCD spectrometer; a 12" Schmidt-Cassegrain telescope;
- three portable 8" telescopes with outside piers;
- a 4" solar telescope

Linux and Mac computers are available for student research and astronomy classwork. The astronomy library contains 3,000 bound volumes and most of the relevant astronomy journals. All of these facilities are available for use by students.

SPECIAL PROGRAMS

In 2010, Haverford became a member of the 0.9m telescope at Tucson's Kitt Peak National Observatory (noao.edu/0.9m) consortium, and in 2013 we became a member of the Northeast Astronomy Participation Group's partnership with the ARC 3.5m telescope at Apache Point Observatory (apo.nmsu.edu) in New Mexico. We offer all Haverford astronomy and astrophysics majors the opportunity to obtain astronomical observations at one of these research facilities in Tucson or Apache Point.

Haverford is also part of the KNAC eight-college consortium (astro.swarthmore.edu/knac) that provides research assistantships for a summer student exchange program, grants for student travel to outside observatories, and a yearly symposium at which students present their research.

FACULTY

Bruce Partridge

Bettye and Howard Marshall Professor of Natural Sciences and Professor of Astronomy, Chair

Beth Willman (on leave 2015-16)

Associate Professor of Astronomy

Desika Narayanan

Assistant Professor of Astronomy

COURSES

101 ASTRONOMICAL IDEAS

Desika Narayanan

Fundamental concepts and observations of modern astronomy, such as the properties of planets, the birth and death of stars, and the properties and evolution of the Universe. Fundamental concepts and observations of modern astronomy, such as the properties of planets, the birth and death of stars, and the properties and evolution of the Universe. Not intended for students majoring in the physical sciences.; Quantitative (QU); Natural Science (NA)

152I 001 FIRST-YEAR SEMINAR IN ASTROPHYSICS

Desika Narayanan

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories.; Cross-listed: Astronomy, Physics; Prerequisite: PHYS101a or 105a and concurrent enrollment in PHYS102b or 106b or BMC equivalents.; Natural Science (NA)

205A 001 INTRODUCTION TO ASTROPHYSICS I

Desika Narayanan

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes.; Prerequisite: PHYS105 and 106 and MATH114 or the equivalent.; Natural Science (NA)

206B 001 INTRODUCTION TO ASTROPHYSICS II

Bruce Partridge

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model.; Prerequisite: ASTR205A and MATH114B or equivalent or consent of the instructor.; Natural Science (NA)

341A 001 ADVANCED TOPICS: OBSERVATIONAL ASTRONOMY

Beth Willman

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Students will learn about astronomical phenomena firsthand through observing and analyzing data with the tools of the research astronomer. Data are both archival and that obtained with the CCD camera on Haverfords 16-inch Schmidt-Cassegrain telescope. Instruction in the use of image processing software and CCD camera operation.; Prerequisite: ASTR205.; Natural Science (NA)

343B 001 ADVANCED TOPICS: COSMOLOGY AND EXTRAGALACTIC ASTRONOMY

Desika Narayanan

The study of the origin, evolution and large-scale structure of the Universe (Big Bang Theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars, and intergalactic space.; Prerequisite: ASTR206; Natural Science (NA)

404A 001 RESEARCH IN ASTROPHYSICS

Desika Narayanan

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member.; Natural Science (NA)

ATHLETICS

haverfordathletics.com

Haverford's Athletic department is committed to the belief that physical education is an integral component of each student's liberal arts education. The department offers a wide range of athletic opportunities for both men and women—intercollegiate varsity teams, competitive club teams, intramural programs, instructional classes, and recreational activities—designed to meet the diverse and changing interests of its student body within the College's mission of excellence and individual growth. All Haverford students must complete a six-quarter athletic requirement during their first two years at the College.

INTERCOLLEGIATE VARSITY PROGRAM

The Department is committed to integrating athletics within the educational mission of the College and creating and supporting a culture of success that encourages and supports each student-athlete's pursuit of both academic and athletic excellence. While maintaining a balance between academic and athletic achievement, each coach seeks to establish a positive competitive environment that fosters the intellectual, physical, and personal development of each student-athlete based upon the values of sportsmanship, integrity, leadership, trust, respect, loyalty, and concern for others. Policies and personnel reflect the Athletic department's desire to create an athletic program that is be a source of pride and enthusiasm for all members of the Haverford community. The athletic program boasts a broad-based 23 varsity teams: men's varsities in baseball, basketball, cross-country, fencing, lacrosse, soccer, squash, tennis, indoor track, and outdoor track; women's varsities in basketball, cross-country, fencing, field hockey, lacrosse, soccer, softball, squash, tennis, indoor track, outdoor track, and volleyball; coed varsity in cricket. Junior varsities are organized for sports when interest and appropriate competition is present.

CLUB SPORT PROGRAM

The Haverford Athletic department works collaboratively with Student Activities to provide

facilities and guidance in order to facilitate the students' training and competitive goals at the club level. Currently recognized Haverford club sports are: men's and women's badminton, men's and women's crew, men's and women's golf, men's rugby, men's and women's soccer, and men's and women's ultimate Frisbee.

INTRAMURAL, INSTRUCTIONAL, AND RECREATIONAL PROGRAMS

The Haverford Athletic department provides facilities, guidance, instruction, and other resources to create, support, and maintain a broad based offering of programs to promote the health and fitness needs throughout Haverford's student, faculty, and staff community. The department encourages each student's involvement in physical activities in order to promote and establish a foundation for a lifelong commitment to and involvement in fitness and health. Intramural leagues in soccer, basketball, and softball are held yearly, while other leagues are sponsored, when needed, to meet student interest. Instructional classes in any one year may include aerobics, athletic training/first aid/CPR, badminton, bowling, coaching, dance, fencing, golf, martial arts and self-defense, officiating, running techniques, sports skills, squash, tennis, weight training, and yoga. Students may count courses at Bryn Mawr for credit toward Haverford's requirement, and these include archery, dance (jazz, ballet, social, modern, improvisational, and ethnic), life saving/water safety, and swimming.

REGISTRATION/CREDIT

Students register for athletic participation during their first two years in the same periods designated for academic registration. Schedules for courses, intramural, and intercollegiate activities are available at those times. We expect that students schedule activities for athletic credit immediately after they have completed their academic registration. We grant credit toward the athletic requirement on the basis of attendance and participation in activities; skill proficiency is

not considered. If a student stops participating in one activity during a particular quarter, he or she should arrange to transfer immediately into another to earn the credit for that quarter. Most intercollegiate sports cover two quarters, as does the athletic training/first aid course. Intramural leagues may span one or two quarters depending on the season. Instructional courses are generally one quarter in duration.

ATHLETICS STAFF

Wendall Smith

Director of Athletics

Colin Bathory

Men's Lacrosse Head Coach / Bystander
Program Coordinator

David Beccaria

Baseball Head Coach/Assistant Athletic
Director/SAAC Liaison/Community Service &
Recruiting Coordinator

Michele Benoit

Volleyball Head Coach/Club Sport Liaison

Erin Brooks

Softball Head Coach

Niki Clement

Men's and Women's Squash Head Coach

Jackie Cox

Field Hockey Head Coach/Assistant Strength
and Conditioning Coach

Warren Croxton

Assistant Sports Information Director

Melissa Cruice

Assistant Athletic Trainer/Compliance
Coordinator

Thomas Donnelly

Men's Cross-Country, Track & Field Head Coach

Justin Grube

Director of Sports Information

Jim Kenyon

Facilities Manager/Coordinator of Game Day
Operations/Assistant Compliance Coordinator

Kamran Rashid Khan

Cricket Head Coach

Ann Koger

Women's Tennis Head Coach/Associate Director
of Athletics

Casey Londergan

Faculty Athletic Representative

Curt Mauger

Head Athletic Trainer

Bonnie McAllister

Assistant to the Athletic Director

Tifani Melendez

ATC (Assistant Athletic Trainer [NovaCare])

Bobbi Morgan

Women's Basketball Head Coach/Senior Woman
Administrator/Fundraising Coordinator

Michael Mucci

Men's Basketball Head Coach / Assistant
Transportation Coordinator

Shane Rineer

Men's Soccer Head Coach / FrontRush Tech
Support

Francis Rizzo

Women's Cross-Country, Track & Field Head
Coach

Jamie Schneck

Women's Soccer Head Coach/SAAC Liaison/
Transportation Coordinator

Sean Sloane

Men's Tennis Head Coach

Christopher Spencer

Men's & Women's Fencing Head Coach

Cory Walts

Fitness Center Director/ Strength and
Conditioning Head Coach

Lauren Wray

Women's Lacrosse Head Coach/Intercollegiate
Scheduling Coordinator / Bystander Program
Coordinator

COURSES**PEH10001 INTRODUCTION TO FITNESS**

Class will begin in the Conference Room (Room 203 beside the Athletic Office). You will proceed to Fitness Center for second half of class). Total class time is approximately 45 minutes each day. Contact: Cory Walts

PEH110001 AEROBICS

Tuesday/Thursday afternoons 4:15 to 5:30 pm – Multi-Purpose Room, 2nd floor GIAC. Instructor: Meg Etskovitz

PEH120001 BOUNCE CLASS

Classes will be held on Thursdays 7:30-9pm and Sundays 2-3:30pm in the Multi-purpose room (MPR). Contact: Emily Diaz (ediaz@haverford.edu) and Jim Yoon (jyoon@haverford.edu)

PEH12601 BOUNCE DANCE GROUP

Jin Yoon (yyoon@haverford.edu) and Emily Diaz (ediaz@haverford.edu) will be offering “Bounce Dance Group” this Quarter. Contact Email: bounce.haverford@gmail.com. Classes will be held: Thursdays 5:30 -7:00 pm and Sundays 2:00 - 3:30 pm (Multi-Purpose Room) 2nd Floor, GIAC. If you have questions, please contact Carole Gormley (cgormley@haverford.edu)

PEH130001 FENCING (BEGINNING)

Fencing Room, 2nd Floor GIAC. Contact: Chris Spencer; Tennis shoes required!

PEH140001 MIXED MARTIAL ARTS

Monday-Wednesday-Friday 4:30 – 6:30, Multi-Purpose Room (MPR), 2nd floor, GIAC Street Self Defense, Contacts: Sarah Daguo '17 (sdaguo@haverford.edu), Rose Glass '17 (mglass@haverford.edu) and Chris Wong '17 (cwong@haverford.edu)

PEH150001 PILATES

Wednesday, 2:00 – 3:00 - Multi-Purpose Room (MPR). Instructor: Gail-Anne Ragucci

PEH160001 YOGA

Multi-Purpose Room, 2nd Floor GIAC. Instructor: Cindi Geesey.

PEH171001 WOMEN'S SELF-DEFENSE

Classes will be held on Tuesday evenings 7-9:30pm, Multi-Purpose Room, 2nd Floor, GIAC. Please report to the Conference Room, Room 203. Contact Person: Brian Murray, Security Dept. (bmurray@haverford.edu)

PEH180001 SYCO DANCE

Instructor: Madison Levine '15 (mrlevine@haverford.edu). Class: Monday 7:30-9pm and Thursday 9-10:00 pm and Saturday 12:00 – 2:00 pm. SyCo Choreography & Preparation. GIAC Multi-purpose Room (MPR)

PEH181001 FOLK DANCE CLASS

Monday/Wednesday 7-8:30 pm – Ryan Gym - Class will focus on American contra dancing, a form of line dance derived from English country dance, but it will also incorporate square dancing, and waltzes. No dance experience is necessary. Communal dance format. Contacts: Audra Devoto '17 (adevoto@haverford.edu); Alana Tartaro '17 (atartaro@haverford.edu)

PEH191001 SPEED, AGILITY, QUICKNESS (WOMEN)

Instructor: Cory Walts, Fitness Center Director (cwalts@haverford.edu). Females Tuesday & Thursday 7:00-8:15 am. Meet in the Gooding Arena, GIAC

PEH192001 SPEED, AGILITY, QUICKNESS (MEN)

Instructor: Cory Walts, Fitness Center Director (cwalts@haverford.edu). Males: Monday & Wednesday 7:00-8:15 am. Meet in the Gooding Arena, GIAC

PEH510001 BADMINTON (CLUB)

Contacts: Dhario DeSousa '16 (ddesousa@haverford.edu) and Jason Haas '16 (jhaas@haverford.edu)

PEH520001 CREW (CLUB)

Contact Email: (haverford.crew@gmail.com), Captains: Will Leeser '15 (wleeser@haverford.edu), Nora Okoth '16 (nokoth@haverford.edu) & Tina (Kristina) Rothchild '16 (krothchi@haverford.edu)

PEH531001 WOMEN'S ULTIMATE FRISBEE (CLUB)

Contacts: Emily Chan '15 (echan@brynmawr.edu) and Romi Laskin '15 (raskin@haverford.edu) and Marina Relman '15 (mrelman@haverford.edu)

PEH532001 MEN'S ULTIMATE FRISBEE (CLUB)

Contacts: Max Charles '15 (mcharles@haverford.edu) and Harrison Schell '15 (hschell@haverford.edu).

PEH540001 GOLF (CLUB)

Contact: John Ward '16 (jlward@haverford.edu). (For Experience Players only)

PEH551001 MEN'S RUGBY (CLUB)

Contact: Misael Cespedes '16 (mcespede@haverford.edu) and Blair Rush '16 (brush@haverford.edu)

PEH561001 WOMEN'S SOCCER CLUB

Contacts: Katrina Nayak '14 (knayak@haverford.edu) and Natalie Martin '15 (kmmartin@haverrford.edu)

PEH562001 MEN'S SOCCER CLUB

Contact: Vince Dioguardi '14 (vdioguar@haverford.edu)

PEH570001 RUNNING GROUP

Running and working out as a group on a weekly basis. 1) Meets 4 times a week; Tuesdays, 4.30-6 pm (regular run); Wednesday, 4.30-6 pm (workout with a professional trainer); Friday, 4.30-6 pm (regular run); Saturday, 11am -12.30pm (workout). 2) Must attend at least two sessions per week, one of which must be a workout session, to receive PE credit. 3) If you have questions, please contact Mariya Krutkova '16 at mkrutkov@haverford.edu or Alana Engelbrecht '16 at aengelbr@haverford.edu.

PEH582001 INTRAMURAL BASKETBALL

Contact Person: Luke Colombo (lcolombo@haverford.edu) and James Levine '15(jlevine@haverford.edu)

PEH702001 BASEBALL (MEN'S VARSITY)**PEH711001 BASKETBALL (WOMEN'S VARSITY)****PEH712001 BASKETBALL (MEN'S VARSITY)****PEH721001 CRICKET (WOMEN'S VARSITY)****PEH722001 CRICKET (MEN'S VARSITY)****PEH731001 CROSS COUNTRY (WOMEN'S VARSITY)****PEH732001 CROSS COUNTRY (MEN'S VARSITY)****PEH741001 FENCING (WOMEN'S VARSITY)****PEH742001 FENCING (MEN'S VARSITY)****PEH751001 FIELD HOCKEY (WOMEN'S VARSITY)****PEH761001 LACROSSE (WOMEN'S VARSITY)****PEH762001 LACROSSE (MEN'S VARSITY)****PEH771001 SOCCER (WOMEN'S VARSITY)****PEH772001 SOCCER (MEN'S VARSITY)****PEH781001 SOFTBALL (WOMEN'S VARSITY)****PEH791001 TENNIS (WOMEN'S VARSITY)****PEH792001 TENNIS (MEN'S VARSITY)****PEH801001 TRACK-INDOOR (WOMEN'S VARSITY)****PEH802001 TRACK-INDOOR (MEN'S VARSITY)****PEH811001 TRACK-OUTDOOR (WOMEN'S VARSITY)****PEH812001 TRACK-OUTDOOR (MEN'S VARSITY)****PEH821001 VOLLEYBALL (WOMEN'S VARSITY)****PEH831001 SQUASH (WOMEN'S VARSITY)****PEH832001 SQUASH (MEN'S VARSITY)****PEH900001 BLACK SQUIRREL MASCOT****PEH901001 COMMUNITY SERVICE**

Contact: Marilou Allen (mlallen@haverford.edu); Prerequisite: Students must have earned 3 PE credits and completed freshman year.

PEH902001 INDEPENDENT FITNESS

This class is available only to those students who have already earned credit for Intro to Fitness. Students are required to exercise for 4+ hours per week while carrying out the exercise program they developed in Intro to Fitness. Students will log their exercise routine and present the log to the instructor once a week. Further details will be emailed to registered participants during the first week of class. If you have additional questions, please contact Cory Walts at (cwalts@haverford.edu), Fitness Center Director.

PEH903001 INDEPENDENT SWIMMING

In order to earn PE Credit: 1. You are required to swim 3+ hours/week for the quarter. 2. You must email Michael Mucci (mmucci@haverford.edu) each Sunday to tell him how many hours you swam and on what days and dates. 3. If you get sick and cannot swim, email Coach Mucci. You will need to make up the hours you missed at your earliest convenience. 4. For pool hours, go to Bryn Mawr College's website, click on Athletics, click on Facilities and Hours.

PEH904001 RUNNING, TRAINING, & TECHNIQUES

Self-paced running, walking, jogging. Meeting with Tom Donnelly (tdonnell@haverford.edu) – Lobby of GIAC, Wednesday, October 22, 2013 at 4:30 pm.

PEH905001 BOWLING

Wynnewood Bowling Lanes, 2228 Haverford Road, Ardmore, PA. In order to earn PE Credit: 1. Students must register for one of the classes below. 2. Student's name must appear on class list at Bowling Alley or will not be permitted to bowl and Haverford ID Card must be presented each day you bowl. 3. In order to receive credit, you must bowl one class per week, 3 games per class. 4. Students must provide own transportation. Bowling A (001) – Monday 4:00 – 6:00 pm ; Bowling B (002) – Tuesday 4:00 – 6:00 pm ; Bowling C (003) – Wednesday 4:00 – 6:00 pm. Bowling D (004) – Thursday 4:00 - 6:00 pm. Bowling E (005) – Tuesday 7:00 – 9:00 pm. Please meet with Colin Bathory (cbathory@haverford.edu) on Thursday, October, 23, 4:15 pm, Lobby of the GIAC.

BIOCHEMISTRY AND BIOPHYSICS

haverford.edu/biochemistry-biophysics

The Concentration in biochemistry and biophysics recognizes enduring trends in interdisciplinary science, by establishing in the curriculum a formal program of classroom and laboratory training at the interface between the physical, chemical and biological sciences.

All concentrators must complete a major in biology, chemistry or physics. This requires course-work in the student's major department in addition to what is outlined below. For either the biochemistry or biophysics concentration, a student must complete an interdisciplinary course of study that spans multiple natural science departments, using the following curricular plans for guidance. The student's transcript may record the concentration as one in biochemistry, biophysics, or biochemistry/biophysics, depending on the program of study. We describe below only the four more popular programs of study within the concentration. Students interested in other options, such as a concentration in both biochemistry and biophysics, should consult with the faculty representatives listed above to design a course of study encompassing the required courses and any proposed substitutions. However, students may not obtain both a chemistry minor and a biochemistry concentration, or both a physics minor and a biophysics concentration.

BIOCHEMISTRY/BIOPHYSICS CORE CURRICULUM (REQUIRED OF ALL):

- BIOL 200 (Cell Structure and Function; full year course).
- One semester of BIOL 300 (Laboratory in Biochemistry and Molecular Biology, cross-listed as CHEM 300) or BIOC 390 (Laboratory in Biochemical Research)
- CHEM 112 (chemical dynamics).
- One semester Mathematics course numbered 114 (calculus II) or higher.
- PHYS 101–102 or 105–106 (introductory physics), or the Bryn Mawr equivalents.

If students do not take these courses at Haverford or Bryn Mawr, they must have the substitute course(s) approved for college credit by the relevant departments. Beyond this foundation, students must take the following advanced interdisciplinary coursework:

BIOLOGY MAJOR WITH A BIOCHEMISTRY CONCENTRATION:

Biology majors seeking a Biochemistry Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as the following additional requirements:

- CHEM 111 or 115 (both Chemical Structure and Bonding), 112 (Chemical Dynamics), CHEM 222 and 225 (Organic Chemistry)
- CHEM 304 (Statistical Thermodynamics and Kinetics) or 305 (Quantum Chemistry)
- CHEM 301 or 302 (Laboratory in Chemical Structure and Reactivity) or BIOC 390 (Laboratory in Biochemical Research).
- Two half-semester advanced courses from the following list: CHEM 351 (Bioinorganic Chemistry), 352 (Topics in Biophysical Chemistry), 357 (Topics in Bioorganic Chemistry) and 359: Topics in Protein Chemistry; majors may take topics courses multiple times with different topics
- Two half-semester courses from the following list: BIOL 301 (Genetics), 302 (Cell Architecture), 303 (Structure and Function of Macromolecules), 304 (Biochemistry: Metabolic Basis of Disease), 306 (Inter- and Intra-Cellular Communication), 308 (Immunology), 310 (Molecular Microbiology), 314 (Photosynthesis), 351 (Molecular Motors and Biological Nano-Machines); 354 (Molecular Virology), 357 (Topics in Protein Science); and other BIOL 3XX courses approved on an ad hoc basis by the coordinating committee. Students may use courses meeting concentration requirements for the biology major in lieu of one semester of Biology 300.

BIOLOGY MAJOR WITH A BIOPHYSICS CONCENTRATION:

Biology majors seeking a Biophysics Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as the following additional requirements:

- MATH 121 (Calculus III) or 216 (Advanced Calculus)
- PHYS 213 (Waves and Optics), 211 (Laboratory in Electronics, Waves and Optics); half-credit course), and 301 (Advanced Laboratory in Modern Physics)
- PHYS 214 (Quantum Mechanics) or CHEM 305 (Quantum Chemistry)
- PHYS 303 (Statistical Physics) or CHEM 304 (Statistical Thermodynamics and Kinetics)
- A 300-level course in biophysics approved by the concentration coordinating committee
- Two half-semester courses from the following list: BIOL 301 (Advanced Genetic Analysis), 302 (Cell Architecture), 303 (Structure and Function of Macromolecules), 304 (Biochemistry: Metabolic Basis of Disease), and 306 (Inter- and Intra-Cellular Communication), 308 (Immunology), 310 (Molecular Microbiology), 314 (Photosynthesis), 351 (Molecular Motors and Biological Nano-Machines); 357 (Topics in Protein Science); and 371 (Toxins and Ancient Immunity). Students may use courses meeting concentration requirements for the biology major in lieu of one semester of BIOL 300.

CHEMISTRY MAJOR WITH A BIOCHEMISTRY AREA OF CONCENTRATION:

Chemistry majors desiring a Biochemistry Area of Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as the following additional requirements:

- Two half-semester courses from the following: CHEM 351 (Bioinorganic Chemistry), 352 (Topics in Biophysical Chemistry), 357 (Topics in Bioorganic Chemistry) and 359: Topics in Protein Chemistry. Majors may take topics courses multiple times with different topics.
- Two half-semester courses from the following list: BIOL 301 (Genetics), 302 (Cell Architecture), 303 (Structure and Function of Macromolecules), 304 (Biochemistry: Metabolic Basis of Disease), 306 (Inter- and Intra-Cellular Communication), 308 (Immunology), 310 (Molecular Microbiology), 314 (Photosynthesis), 351 (Molecular Motors and Biological Nano-Machines); 357 (Topics in Protein Science);

and 371 (Toxins and Ancient Immunity).

Students may use courses meeting concentration requirements for the chemistry major in lieu of CHEM 301 or 302.

PHYSICS MAJOR WITH A BIOPHYSICS AREA OF CONCENTRATION:

Physics majors desiring a Biophysics Area of Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as two half-semester courses from the following list: BIOL 301 (Genetics), 302 (Cell Architecture), 303 (Structure and Function of Macromolecules), 304 (Biochemistry: Metabolic Basis of Disease), 306 (Inter- and Intra-Cellular Communication), 308 (Immunology), 310 (Molecular Microbiology), 314 (Photosynthesis), 351 (Molecular Motors and Biological Nano-Machines); 357 (Topics in Protein Science); and 371 (Toxins and Ancient Immunity).

Students may use 300-level biology courses meeting concentration requirements for the physics major in lieu of one or two of the six required 300-level physics courses.

FACULTY

Karin Åkerfeldt

Professor of Chemistry

Louise Charkoudian

Assistant Professor of Chemistry

Robert Fairman (on leave 2015-16)

Professor of Biology

Suzanne Amador Kane (on leave Fall 2015)

Associate Professor of Physics

Casey H. Londergan

Associate Professor of Chemistry

Judith Owen (on leave Spring 2016)

Elizabeth Ufford Green Professor of Natural Sciences and Professor of Biology

Robert C. Scarrow

Professor of Chemistry

Walter F. Smith (on leave 2015-16)

Professor of Physics

BIOLOGY

haverford.edu/biology

Haverford's Department of Biology is uniquely focused on molecular and cellular biology and committed to a research-based curriculum stressing the experimental method as a teaching tool. Students in all levels of the curriculum frame their own experimental questions and use current research techniques to search for answers. Senior students participate in laboratory-based, year-long research projects. This research results in presentations at local and national meetings, and publications in peer-reviewed journals.

Students completing a major in biology at Haverford will be able to:

- Work both independently and collaboratively
- Understand fundamental concepts in modern biology
- Integrate knowledge and experimental approaches from multiple scientific disciplines such as chemistry, physics, mathematics, and geology
- Read, understand, and critique the primary scientific literature
- Interpret and analyze scientific data
- Design and conduct hypothesis-driven research
- Troubleshoot experimental approaches
- Integrate new knowledge into a framework that advances understanding
- Communicate scientific ideas and concepts, both orally and in writing
- Understand and practice ethical conduct in scientific inquiry.

Located in the Marian E. Koshland Integrated Natural Sciences Center (KINSC), the Biology department maintains close interdisciplinary ties with the Chemistry, Physics, Math, Computer Science and Psychology departments.

MAJOR

Students who wish to major in biology enter the department in their second year, building on a first-year natural science experience. Students take Bio200, the year-long sophomore introductory course, followed by four half-semester lecture courses in the junior year that explore fundamental areas in cell and molecular

biology. Juniors also engage in a unique, year-long laboratory course (BIOL 300A and BIOL 300B, "Superlab"), in which they employ contemporary techniques to answer open-ended biological questions.

The Senior Research program is the capstone of the Haverford major in Biology. The Biology department provides every major with the opportunity to work directly with our faculty on original research projects. Four to six students work with each professor in his or her area of expertise, be it cell biology, genetics, immunology, microbiology, neurobiology, developmental biology, protein biochemistry or the coevolution of plants and the environment. Senior research can account for as much as half of a student's senior courses. All seniors present a public talk and poster on their research in their senior year and they write both a research proposal and a final thesis. Students are sometimes co-authors on faculty publications and often travel with them to local and national meetings to present their work. A tradition in the Biology department, this close research partnership between students and faculty is a distinctive feature of a Haverford education.

In addition to courses that count towards the major the department also offers a series of "Perspectives In Biology" topics courses with no prerequisites.

MAJOR REQUIREMENTS

- a. Both semesters of Biology 200a and 200b. Successful completion of a one credit natural science course (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore College is a prerequisite for enrolling in Biology 200a.
- b. A minimum of a one credit chemistry course (with associated lab).
- c. At least one semester of advanced coursework (200 level or higher) in a natural sciences department other than Biology. Courses cross-listed in Biology may not be counted toward this requirement.

- d. Two semesters of the junior laboratory, Biology 300a and 300b.
- e. Four half-semester 300-level advanced topics courses (selected from Biology 301-315 and 331-332). Occasionally, an upper-level course from Bryn Mawr or Swarthmore may substitute for one or two of the half semester lecture courses, but only with the specific permission of the student's major advisor. Students are encouraged to take additional topics classes beyond the minimum of four to enhance their biology experience.
- f. One half-semester 350-level seminar course in the Haverford Biology Department (chosen from Biology 350-365; no substitutions permitted). Students may take additional seminar courses to enrich their knowledge of the discipline.
- g. A minimum of two 400-level Senior Research Tutorial credits, generally taken over both semesters of the senior year, including active participation in weekly lab meetings and submission of a notebook and a thesis describing the progress and results of the project. The tutorial may be taken for single or double credit each semester.
- h. Senior Department Studies, Biology 499. In addition to the required courses, the Biology Department strongly recommends a year of physics, a course in probability and statistics, and advanced coursework in another natural science department.

STUDY ABROAD

Many Biology majors take the opportunity to participate in study abroad programs during their junior year. It is possible for students to devote a semester abroad to studies outside of biology or to include some study of biology (depending on the program). Equivalencies for certain major requirements may be granted by the Department to Biology majors participating in study away programs during the junior year, depending upon the specific program and coursework undertaken.

INTERDISCIPLINARY PROGRAMS

Many Haverford Biology majors participate in academic work that crosses departmental boundaries. The Biology department has close ties with the following interdisciplinary programs:

- Concentrations: biochemistry and biophysics, scientific computing, Africana studies

- Minors: neuroscience, environmental studies, health studies

OTHER RESEARCH OPPORTUNITIES

The Koshland Integrated Natural Sciences Center is the nucleus of a vital summer research program, where faculty members from across the sciences engage students on supervised but independent research projects. Full-time work in the lab permits students to make significant contributions to these studies. Alternatively, many students pursue summer research off campus and bring their experiences and insights back to Haverford, further enriching a diverse curriculum. We encourage all students to present their summer research work at an annual interdisciplinary poster session in the fall.

FACILITIES

The Biology department enjoys exceptional resources and maintains many sophisticated pieces of equipment for use in the teaching and research laboratories including:

- Transmission Electron Microscope (TEM)
- Scanning Electron Microscope (SEM)
- Confocal microscope
- FACSAria flow cytometer
- FACSCalibur flow cytometer
- Li-COR Li-6400XT portable photosynthesis system
- Circular dichroism spectropolarimeter
- HPLC and FPLC chromatographs
- PCR machines
- Analytical ultracentrifuge and high-speed centrifuges
- ELISA readers
- Sensitive, high-resolution CCD camera-equipped fluorescent microscopes and imaging workstations

FACULTY

Rachel Hoang

Chair and Associate Professor

Robert Fairman (*on leave 2015-16*)

Professor

Roshan Jain

Assistant Professor

Karl Johnson

Professor

Philip Meneely
Professor

Iruka Okeke (on leave 2015-16)
Professor

Judith A. Owen (on leave Spring 2016)
Elizabeth Ufford Green Professor of Natural Sciences

Jon Wilson
Assistant Professor

Radika Bhaskar
Visiting Assistant Professor

Hilary DeBardeleben
Visiting Assistant Professor

Mary Ellen Kelly
Visiting Assistant Professor

Katarina Moravcevic
Visiting Assistant Professor

Karyn Scheaffer
Visiting Assistant Professor

Aleksandra Snyder
Visiting Assistant Professor

COURSES

BIOLH112B001 PERSPECTIVES IN BIOLOGY: SCIENCE IN THE MEDIA

Brian DeHaven

An examination of how biomedical science is portrayed in varied media from non-fictional news coverage to dramatic productions in film, television and written works. Important examples of inaccurate coverage will be explored alongside cases that successfully educate and entertain.; Natural Science (NA)

BIOH119E001 PERSPECTIVES IN NEUROSCIENCE RESEARCH

Michael Grider

The scientific and ethical implications of neuroscience research. Technological advancements that allows analysis of brain and neuronal functions in both disease and normal cognitive states will be considered.; Natural Science (NA)

BIOLH121D001 PERSPECTIVES IN BIOLOGY: POISONS, PLAGUES, POLLUTION, AND PROGRESS

Justine A. Melo

This class will focus on the various nodes of intersection between poisons - found in nature and man-made - and the history of human misery. We will review the catastrophic effects on human physiology of the plagues that have cycled through our population every few decades, often decimating our numbers as a species. We shall also discuss the modes of poisoning contrived of our own making - such as the Gulf of Mexico oil spill of 2010 and subsequent mop-up effort. We will envisage future scenarios in which our species will have to face the action of poisons & plagues, and the various defense strategies our bodies (and our technology) will deploy in hopes of survival.; Cross-listed in Biology; Natural Science (NA)

BIOLH122A001 WRITING IN PUBLIC HEALTH

Judith Owen

Cross-listed in Writing Program; Prerequisite: Open only to first-year students as assigned by the Director of College Writing; Natural Science (NA)

BIOLH200A001 CELL STRUCTURE AND FUNCTION

Rachel Hoang, Phil Meneely

Three hours of lecture and one laboratory period per week. A one-year course in cellular and molecular biology. Biology 200 considers the cell as a unit of biological activity. There is an introduction to the major macromolecules of the cell which includes a discussion of their synthesis and breakdown and a section on the gene as a unit of biological information and the flow and transmission of genetic information. The laboratory introduces the student to cell and molecular biology, biochemistry and genetics.; Prerequisite: Successful completion, with a grade of 2.0 or higher, of a one credit Natural Science course which includes a laboratory experience at Haverford, BMC or SWAT.; Natural Science (NA)

BIOLH217A001 BEHAVIORAL NEUROSCIENCE

Laura E. Been

Interrelations between brain, behavior, and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior.; Prerequisites: Any one of the following or consent of the

instructor: PSYC100, BMC PSYC105, BIOL123, BIOL124, BIOL128, BIOL129 or a Psychology AP Score 4 or 5.; Natural Science (NA)

BIOLH220F001 UNLOCKING KEY CONCEPTS IN BIOLOGY

Rachel Hoang

A course for BIOL200 students designed to teach the principles and methods of biological investigation. Students are taught how biological hypotheses are identified, developed and tested and how biological data are articulated, analyzed and interpreted. The class meets once a week during the semester and draws material from current literature, groundbreaking classical experiments and concurrent topics in BIOL200. Enrollment by invitation from the Department.; Course is taken Pass/Fail.; Prerequisite: Concurrent enrollment in BIOL200 and consent of the instructor.; Natural Science (NA)

BIOLH300A001 LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Karl Johnson, Judith Owen

One lecture and two laboratory periods per week. An introduction to the application of modern experimental approaches in the study in interesting biological questions. Techniques employed are drawn from: cloning and nucleic acids (DNA and RNA) manipulation, including polymerase chain reaction (PCR) and site-directed mutagenesis; protein expression, purification and characterization, with emphasis on circular dichroism and fluorescence spectroscopy; immunofluorescence, confocal and electron microscopy; and fluorescence-activated cell sorting (FACS) analysis.; Prerequisite: Successful completion of BIOL200a,b with grades of 2.0 or higher, or consent of the instructor.; Natural Science (NA)

BIOLH301D001 ADVANCED GENETIC ANALYSIS

Phil Meneely

The molecular mechanisms governing the transmission, mutation and expression of genes. Particular emphasis is placed on the use of experimental genetic methods to analyze other areas of biology.; Prerequisite: BIOL200 or equivalent or consent of the instructor.; Natural Science (NA)

BIOLH302E001 CELL ARCHITECTURE

Karl Johnson

Prerequisite: BIOL200 or consent of the instructor.; Natural Science (NA)

BIOLH303E001 STRUCTURE AND FUNCTION OF MACROMOLECULES

Robert Fairman

A study of the structure and function of proteins, including enzymes, assembly systems and proteins involved in interactions with nucleic acids and membranes.; Prerequisite: BIOL200 and CHEM221 or equivalent to be taken previously or concurrently or consent of the instructor.; Natural Science (NA)

BIOLH306G001 INTER- AND INTRA-CELLULAR COMMUNICATION

Justine A. Melo

A study of the mechanisms by which individual cells in a multicellular organism communicate via the exchange of molecular signals. The course will focus on the release of molecular messengers, their interactions with specific receptor-bearing target cells of appropriate responses such as increased metabolic activity and/or cell division. Considerable attention is paid to the biochemistry of plasma and internal cell membranes and pathways are discussed from a disease perspective.; Prerequisite: BIOL200 or equivalent or consent of the instructor.; Natural Science (NA)

BIOLH308D001 IMMUNOLOGY

Judith Owen

This course will provide an introduction to the rapidly expanding discipline of immunology. Students will learn about the molecular and cellular basis of the immune response through the study of the genetics and biochemistry of antigen receptors, the biochemistry of immune cell activation, the cell physiology of the immune system, immune memory, immune tolerance induction and immune-mediated cell death.; Prerequisite: BIOL200 or consent of the instructor.; Natural Science (NA)

BIOLH309G001 MOLECULAR NEUROBIOLOGY

Michael Grider

This course will focus on molecular approaches to study nervous system development, function and pathology. Topics including the generation of neurons and glia, electrical signaling, learning and memory and Alzheimer's disease will be discussed using examples from a variety of model systems.;

Prerequisite: BIOL or consent of the instructor; Natural Science (NA)

BIOLH310G001 MOLECULAR MICROBIOLOGY

TBA Department staff

A study of prokaryotic biology with emphasis on cell structure, gene organization and expression, which will incorporate selected readings from the primary literature. Topics include the bacterial and viral cell structure, the genetics of bacteria and bacteriophage, gene regulation, horizontal gene transfer and microbial genomics. The course will be taught via lecture, class presentation and discussion, and workshops.; Natural Science (NA)

BIOLH312H001 DEVELOPMENT & EVOLUTION

Rachel Hoang

This course introduces important links between developmental and evolutionary biology. Genetic changes that produce variations between organisms are an important aspect of evolutionary change. Since development can be viewed as the process that links genetic information to the final form of an organism, the fields of development and evolution clearly impact one another. We will look at Drosophila and zebrafish, where developmental mechanisms have been elucidated in remarkable detail. We will then look beyond these model systems to comparative studies that examine development in a range of organisms, considering how these provide insight into evolutionary mechanisms, and how underlying differences in development may account for the differences we see between organisms.; Prerequisite: BIOL200 or consent of the instructor.; Natural Science (NA)

BIOLH314E001 PHOTOSYNTHESIS

Jonathan Wilson

A study of the function, origins, and history of photosynthesis on Earth, from bacteria to plants. This course will begin with a survey of photosynthetic metabolisms, explore photosynthetic microbial diversity, and investigate the evolution of terrestrial plants through the fossil record.; Prerequisite: BIOL200 or consent of the instructor.; Natural Science (NA)

BIOLH315H001 MOLECULAR VIROLOGY

Brian DeHaven

This course will focus on the study of virus structure, genome organization, replication, and interactions with the host. Many different families of viruses will be highlighted, with an emphasis

on those that infect humans, and specific viruses, especially those of clinical importance, will be incorporated as models within each family.; BIOL200 or consent of the instructor; Natural Science (NA)

BIOLH331H001 COMPUTATIONAL GENOMICS

Phil Meneely

Complete DNA sequence information is now available for hundreds of species. Computer-based comparisons of genes or genomes between different species are routine for many biological investigations. This course uses a lecture and workshop format to introduce students to the evolutionary and computational basis for such comparisons, as well as the statistical tools to evaluate these comparisons.; Prerequisite: BIOL301 required; BIOL303 recommended, familiarity with statistics and probability.; Quantitative (QU); Natural Science (NA)

BIOLH350D001 PATTERN FORMATION IN THE NERVOUS SYSTEM

TBA Department staff

A fundamental process in the development of the vertebrate nervous system is the partitioning of nervous system into distinct domains of cellular differentiation, for example the brain vs. the spinal cord. This seminar course will explore, through a series of student research article presentations, the molecular processes by which pattern is established in the nervous system and the morphological consequences of improper patterning. Human birth defects and pathologies such as spina bifida and brain tumors will be used as case studies to discuss the role of crucial patterning genes and signaling molecules.; Prerequisite: BIOL309 or consent of the instructor.; Natural Science (NA)

BIOLH351E001 MOLECULAR MOTORS AND BIOLOGICAL NANO-MACHINES

Karl Johnson

The world of the cell contains a rich array of molecular machinery that carries out life's dynamic processes. Interdisciplinary studies of these mechanisms employing a variety of biological, chemical and physical approaches are revealing a wealth of detail spanning from visible phenomenon to the scale of atoms and molecules. Extensive reading of the primary literature will be used as a basis for student-led discussions. Topics will be selected from a list including viral assembly, cellular clocks,

mechanoenzyme engines, biosynthetic machinery and the assembly and regulation of cytoskeletal arrays. These systems provide novel insights into how work is accomplished (and regulated) in a nano-scale environment and serve as models for the development of nanotechnologies for science and medicine.; Prerequisite: BIOL302 or consent of the instructor.; Natural Science (NA)

BIOLH352G001 CELLULAR IMMUNOLOGY

Judith Owen

Topics include description and classification of the cells and tissues of the immune system; cell collaboration in the immune response; transplantation antigens and their role in graft rejection and recognition of virally-infected cells; immune tolerance; lymphokines. There will be student presentations of articles in the original immunological literature, followed by critical discussion.; Cross-listed: Biology, Health Studies; Prerequisite: BIOL300b, BIOL308 or consent of the instructor.; Natural Science (NA)

BIOLH354E001 ADVANCED TOPICS IN VIROLOGY

Brian DeHaven

This course will focus on the study of virus structure, genome organization, replication, and interactions with the host. Many different families of viruses will be highlighted, with an emphasis on those that infect humans, and specific viruses, especially those of clinical importance, will be incorporated as models within each family.; Prerequisite: BIOL200 or consent of the instructor.; Natural Science (NA)

BIOLH390B001 LABORATORY IN BIOCHEMICAL RESEARCH

Robert Fairman, Louise K. Charkoudian

An introduction to the laboratory concepts and techniques at the chemistry-biology interface including: molecular cloning, protein purification, biophysical spectroscopy, molecular modeling, and biochemical assays.; Cross-listed: Chemistry, Biology; Prerequisite: BIOL300A and CHEM301; Natural Science (NA)

BIOLH402A001 SENIOR RESEARCH TUTORIAL IN GENETICS AND MEIOSIS

Phil Meneely

The principles and mechanisms by which the chromosome number is reduced and segregated during the production of gametes are studied in the nematode *Caenorhabditis elegans*. Genetic, molecular, and microscopic methods are used

to isolate and examine mutant strains which fail to execute meiosis properly. Laboratory work is supplemented by readings from the current literature on meiosis and *C. elegans*; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH403A001 SENIOR RESEARCH TUTORIAL IN PROTEIN FOLDING AND DESIGN

Robert Fairman

The laboratory focuses on protein folding and design, with a particular emphasis on the use of proteins in nanoscience. Students will have the opportunity to apply chemical and genetic approaches to the synthesis of proteins for folding and design studies. Such proteins are characterized in the laboratory using biophysical methods (such as circular dichroism spectroscopy, analytical ultracentrifugation, and atomic force microscopy). Functional and structural approaches can also be applied as necessary to answer specific questions relating to protein science. Laboratory work is supplemented with readings in the original literature.; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH404A001 SENIOR RESEARCH TUTORIAL IN MOLECULAR MICROBIOLOGY

Staff

Studies in bacterial genetics and pathogenesis. Molecular methods will be used to identify and characterize features of diarrhea-causing *Escherichia coli* that are absent in commensal strains. Laboratory work is supplemented by readings from current literature.; Natural Science (NA)

BIOLH407A001 SENIOR RESEARCH IN BIOARCHITECTURE

Karl Johnson

Studies of structure in living systems and applications in nanotechnology. Approaches employed include genetic analysis, biochemistry, biophysics, molecular biology, microscopy and imaging, bioengineering and synthetic biology. Laboratory work is supplemented by readings from the current literature.; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH409A001 SENIOR RESEARCH TUTORIAL IN MOLECULAR NEUROBIOLOGY

Michael Grider

The developing nervous system of vertebrate embryos rapidly becomes patterned into distinct domains of neural cell differentiation. In order to identify what genes are responsible for the

establishment of this pattern, a variety of molecular screening techniques are employed. The expression pattern of these genes is then determined by *in situ* hybridization and their function analyzed *in vivo* and *in vitro*, using microinjection and biochemical assays. Laboratory work is supplemented by readings from the current literature.; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH410A001 SENIOR RESEARCH TUTORIAL AT OFF-CAMPUS RESEARCH LABS

TBA Department staff

Research in an area of cell, molecular, or development biology is conducted under the supervision of a member of a nearby research laboratory who has volunteered time and space for a Haverford student. All students enrolled in BIOL410 must have designated on-campus and off-campus supervisors.; Natural Science (NA)

BIOLH411A001 SENIOR RESEARCH TUTORIAL ON THE CONTROL OF CELL SHAPE: MOLECULAR & EVOLUTIONARY APPROACHES

Rachel Hoang

All embryos undergo a series of highly elaborate cell movements to produce their final shape and form. Understanding the molecular basis of these movements provides important insight into the underlying molecular mechanisms, and enables us to ask how changes in these mechanisms give rise to differences between organisms. Students therefore approach this subject from both molecular and evolutionary perspectives. Using the fruit fly as a model system, we are looking inside cells to ask how intricate changes to the cytoarchitecture of individual cells drive movements of entire layers of cells. We hope to further understand how these same developmental processes go awry in situations of human disease (e.g. cancer metastasis). We are also examining cell movements in a variety of insects to ask how the developmental mechanisms themselves evolve and change. Projects draw on a variety of techniques including cell and molecular biology, embryology, genetics, genomics and cell imaging. Laboratory work is supplemented by readings from the current literature.; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH412A001 SENIOR RESEARCH TUTORIAL IN HEMATOPOIETIC STEM CELL BIOLOGY

Brian DeHaven

The development and maintenance of vertebrate blood is tasked to rare quiescent multipotent hematopoietic stem cells, which must balance programs for self-renewal and differentiation. This balance is determined both intrinsically through a number of different signaling pathways, including the NF-Y transcription factor, and extrinsically by the microenvironmental niche in which they reside. We employ a combination of cellular and molecular techniques to investigate these two aspects of hematopoietic stem cell regulation. Laboratory work is supplemented with readings from the current literature.; Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH413A001 SENIOR RESEARCH TUTORIAL IN PLANT BIOLOGY AND EVOLUTION

Jonathan Wilson

Plants are an important interface between biology and the environment, and the study of plants' evolutionary history illuminates this interaction. This course will focus on the physiology and evolution of living and extinct plants. Techniques employed include anatomical studies of living and fossil plant tissues; imaging and quantitative investigation of plant structure; and the collection and analysis of fossil plant material. Laboratory work is supplemented by readings from the literature.; Natural Science (NA)

BIOLH414A001 SENIOR RESEARCH TUTORIAL IN TOXIN AND INNATE IMMUNE DEFENSE IN ANIMALS

Justine A. Melo

Prerequisite: Consent of the instructor.; Natural Science (NA)

BIOLH499J001 SENIOR DEPARTMENT STUDIES

Michael Grider

Participation in the department's Philip's Visitors Program; attendance at seminars by visiting speakers; senior seminar meetings, consisting of presentation and discussion of research plans and research results by students and faculty; and students' presentations of papers on contemporary developments in experimental biology.; Prerequisite: Consent of the department.; Natural Science (NA)

CHEMISTRY

haverford.edu/chemistry

The program in chemistry is designed to meet the needs of students who are pursuing chemistry either for a variety of pre-professional reasons or to increase their knowledge of the natural sciences. Therefore, Haverford has a chemistry major program that provides preparation for careers in science, medicine, law, business, K-12 education, as well as a number of other professions.

The major program recognizes that chemistry as a discipline is a core science but is also intertwined with a number of other fields, including physics, biology and math/computer science. In fact, some of the most exciting areas in science today are found in the interdisciplinary fields of chemical physics, chemical biology, theoretical/computational chemistry, environmental studies and materials science. The chemistry major allows the student flexibility in designing a program that can be directed toward such interdisciplinary areas or to one of the more traditional areas of organic, physical, or inorganic chemistry. In addition, the Chemistry Department is one of the sponsor departments of the concentrations in Scientific Computing and Biochemistry and Biophysics and contributes courses to the minor in Environmental Studies.

INTRODUCTORY COURSES

Students interested in majoring or minoring in Chemistry, or those who wish to take Chemistry in support of another science major or a preparation for careers in medicine or other health-related fields, have three possible entry points into our course sequences. The particular entry point or placement depends on the level of preparation of the individual student and is determined by the combination of results from a placement questionnaire and individual consultation. Students with no to limited previous chemistry experience enter the first year chemistry sequence with an intensive version of Chemistry 111 (structure and bonding), followed by Chemistry 112 (chemical dynamics). Students with typical high school chemistry preparation enroll in non-intensive sections of these same two courses. The third entry point

is for students with an excellent high school chemistry background, who take Chemistry 115, which includes the Chemistry 111 lecture and a more investigative, independent lab program, and Chemistry 112. All students can continue the following year with Chemistry 222, a course in organic biological chemistry and Chemistry 225, which is focused on organic synthesis. Pre-medical students should continue through at least Chemistry 222, and may need to take additional organic or biochemistry courses depending on the requirements of medical schools.

The Chemistry Department typically also offers each year at least one course at the 150 level that is without prerequisite and does not count toward the major. These courses are designed to give students majoring in all fields an appreciation for and understanding of important chemical concepts and theories and their applications to our contemporary world.

RESEARCH

Research is the characteristic activity of chemists, and the Chemistry Department believes that students should be involved in research as part of their chemical education. As juniors (typically) our majors take intensive integrated laboratory courses ("Superlabs"; Chemistry 301, 302 and Biochemistry 390) designed to teach the laboratory, computer, experimental design and communication skills needed for independent research. All senior Chemistry majors are required to write a senior thesis based on mentored research for which they get course credit. Students at any level of the curriculum can obtain laboratory research experience through paid summer internships or by enrolling in research tutorial (Chemistry 26x and 36x) courses during the academic year, and most majors do both. Typically two to six students work in each faculty member's laboratory during any given semester or summer. Chemistry majors who wish to work elsewhere for the summer have been successful at securing summer research positions in university, government, and industrial chemical laboratories. The senior research thesis also comprises communicating research work in different formats, including an oral presentation

in our weekly, year long departmental seminar series, which also includes invited speakers, and a poster presentation at the end of the academic year.

This research experience nurtures talents and abilities, encourages independent problem solving and builds on concepts and principles discussed in prior formal class work. It also can help the student define choices for careers after graduation. Research allows students to discover and develop creativity and independence, which the well-structured programs of the formal courses do not always adequately address. Student and faculty research in the department is supported by grants from the National Science Foundation, the National Institutes of Health, and several other sources. Students are also encouraged to present their research work at regional and national conferences. Students and faculty from the Chemistry Department publish their research findings in top tier peer-reviewed journals; publications are listed at the Chemistry Department web site.

STUDY ABROAD

Chemistry majors wishing to study abroad during the junior year should confer with the faculty advisor and typically take at least one chemistry or biochemistry course per semester at the foreign institution. The chemistry department has currently approved international study abroad programs at Oxford University (England), University College London (England), University of Melbourne (Australia), University of Lund (Sweden) and University of Aberdeen (Scotland). Chemistry majors have also recently studied at University of Stockholm (Sweden), Queen's University (Northern Ireland), National University of Ireland (Ireland), University of the West Indies (Barbados) and University of Cape Town (South Africa).

CHEMISTRY MAJOR REQUIREMENTS

The core required courses are:

- four semesters of introductory and organic chemistry: Chemistry 111 or 115, 112, 222, and 225.
 - two semesters of advanced integrative chemistry laboratory (“Superlab”): Chemistry 301 and 302.
 - one semester of physical chemistry: Chemistry 304 or 305.
 - one semester of senior research tutorials: Chemistry 36x or 380.
 - two half-semester courses in inorganic chemistry: Chemistry 320 and one of 351, 353, or 354.
 - senior seminar: Chemistry 391 (a half credit course over two semesters).
- Chemistry majors must also complete:
- one semester of additional advanced chemistry courses numbered 304-358.
 - one semester of mathematics courses numbered 118 (or the equivalence of Calculus II or higher; Calculus III is required for Chemistry 305).
 - two semesters of either introductory physics (Physics 101/102 or 105/106) or biology (Biology 200).

CHEMISTRY MAJOR WITH BIOCHEMISTRY CONCENTRATION

Requirements for the Biochemistry concentration, and a list of faculty advisors are available on page 83. Differences from the standard major listed above are as follows:

- two semesters of introductory Physics AND two semesters of Biology 200.
- Biochemistry 390 (Laboratory in Biochemical Research) is taken in lieu of Chemistry 302, or, alternatively, a semester of Biology 300 is substituted for either Chemistry 301 or 302.
- in lieu of the advanced chemistry course requirement, two half-semester advanced biology courses from the list of approved courses (see page 84.) and two half-semester chemistry courses with biochemical emphases, Chemistry 351, 352, 357 and 359. Chemistry 351 may count both toward this requirement and the inorganic chemistry requirement.

CHEMISTRY MAJOR WITH SCIENTIFIC COMPUTING CONCENTRATION

See page 120 for details on this concentration. In the Chemistry Department, courses that contribute to this concentration are Chemistry 304, 305, and 362; students are also encouraged to enroll in Chemistry 322 when offered at Bryn Mawr College. The department advisor for this concentration is Joshua Schrier.

CHEMISTRY MAJOR WITH ENVIRONMENTAL STUDIES MINOR

See page 151 for details on this minor. In the

Chemistry Department, courses that contribute to this minor are Chemistry 112, 150 and 358. The department advisor for this minor is Helen White.

ACS-CERTIFIED CHEMISTRY MAJOR

In order to receive ACS-certification, students must satisfy all of the major requirements in a way that includes a year of physics and a semester of biochemistry (this is automatic for biochemistry concentrators), and also must take one additional physical chemistry course. Specifically, ACS-certified majors must complete:

- both semesters of physical chemistry (Chemistry 304 and 305); for ACS-certified majors these courses do not fulfill the additional advanced course requirement
- two semesters of introductory physics (101/102 or 105/106)
- one semester of biochemistry, which can be Biology 200b (second semester), two half-semester courses from Chemistry 351, 352, 357 and 359, or equivalent, such as Bryn Mawr Chemistry 242 or higher.

CHEMISTRY MINOR REQUIREMENTS

- Chemistry 111 or 115, 112, 222, 225, and either 304 or 305.
- one semester of advanced chemistry chosen from courses numbered between 301 and 369.

Students must take at least three of the courses for the chemistry minor at Haverford College. The senior seminar (Chemistry 391) is not required, but recommended.

CHEMISTRY REQUIREMENTS FOR HONORS

All students who participate in senior research (Chemistry 36x) for two semesters (or for one semester with an appropriate summer research experience) will be considered for departmental honors. Successful honors candidates will be expected to do superior work in major courses and to complete a research project at a level superior both in quality and quantity of effort to that expected in normal course work.

AFTER GRADUATION

About one third of Haverford's chemistry majors enter top-ranked graduate programs leading to a Ph.D., and another third enter medical school after graduation. The remaining third of Haverford's chemistry majors obtain challenging and rewarding positions as teachers, laboratory scientists, and information specialists, among other professions.

FACULTY

MENTORS OF STUDENT RESEARCH

Karin S. Åkerfeldt, Professor

Bioorganic Chemistry: delineating structure function relationships in proteins; protein design.

Frances Rose Blase,

Provost and Associate Professor

Synthetic Organic Chemistry: synthesis of medically relevant natural products.

Louise Charkoudian, Assistant Professor

Bioorganic Chemistry: Elucidation of bacterial biosynthetic mechanisms; developing environmentally responsible chemical tools for organic syntheses.

Casey Londergan, Associate Professor

Biophysical Chemistry: observing protein dynamics by vibrational spectroscopy.

Alexander J. Norquist, Associate Professor and Department Chair

Materials Chemistry: crystal growth of organically templated transition metal oxides.

Robert C. Scarrow, Professor

Bioinorganic Chemistry: Synthetic chemical models of the role of metal ions in the oxygenation and hydrolytic reactions catalyzed by metalloenzymes.

Joshua Schrier, Assistant Professor

Theoretical Chemistry: electronic, optical, and mechanical properties of nanostructures.

(on leave 2015-16)

Helen K. White, Assistant Professor

Environmental Chemistry: investigating sources, sinks and cycling of organic compounds in the environment.

OTHER FACULTY MEMBERS**Colin MacKay**

John Farnum Professor of Chemistry, Emeritus

Terry Newirth

Professor, Emeritus

Claude E. Wintner

Professor, Emeritus

Kelly Matz

First-Year Chemistry Laboratory Instructor

Michael J. KuklaOrganic Reactions and Synthesis Laboratory
Instructor**Mark Stein**Organic Biological Chemistry Laboratory
Instructor**VISITING FACULTY****Seth Bradford**

Visiting Assistant Professor

Robert Broadrup

Visiting Assistant Professor

Jerome Robinson

Visiting Assistant Professor

Mark Schofield

Research Affiliate

COURSES**CHEMH111A001 CHEMICAL STRUCTURE AND BONDING***Robert Scarrow*

Structure and bonding in molecules starting from nuclear and electronic structure of atoms. This course introduces the theories of chemical bonding that rationalize and predict the structures and bulk properties of molecules and materials. It also introduces modern instrumental and computational methods used to study chemical structure and bonding. Lecture is joint with CHEM115.; Attendance at one of the recitation sections is highly recommended.; Natural Science (NA)

CHEMH112B001 CHEMICAL DYNAMICS*Alexander Norquist*

An introduction to chemical thermodynamics, equilibrium, electrochemistry and kinetics. Microscopic properties are used to develop basic chemical concepts of energy, enthalpy, entropy, and the Gibbs Energy, and their applications to thermochemistry, equilibria, and electrochemistry. Chemical kinetics, reaction mechanisms, and applications to chemical problems are also discussed.; Prerequisite: Placement by the Chemistry Department.; Natural Science (NA); Quantitative (QU)

CHEMH115A001 CHEMICAL STRUCTURE AND BONDING WITH INQUIRY LAB*Robert Scarrow*

Three lectures, one lab period, and one laboratory planning meeting each week. In the lab, students will become acquainted with modern methods of chemical structure analysis as they discover the identity of unknown compounds via self-proposed experiments. Lecture is joint with CHEM111. Optional recitations, also open to CHEM111.; Natural Science (NA)

CHEMH150A001 INTRODUCTION TO OCEANOGRAPHY*Helen K. White*

The oceans are one of the principal agents controlling global change, and are linked to nearly all of the biological, chemical, geological, and ecological systems on our planet's surface. In this course we will examine these systems and the impact of humans upon them.; Natural Science (NA)

CHEMH151B001 CASE STUDIES IN CHEMISTRY*TBA Department staff*

This course is intended for non-science majors. It will explore aspects of the structure & properties of atoms and molecules, and how they account for observable phenomena within the topics of light, radiation, and color. Illustrations will be drawn from various fields of science and everyday life. Concepts will be developed both qualitatively and quantitatively. Not open to students with prior college-level chemistry.; Natural Science (NA)

CHEMH222A001 ORGANIC BIOLOGICAL CHEMISTRY*Karin S. Åkerfeldt*

Survey of organic chemistry reactions in an aqueous environment, highlighting transformations important for understanding the properties and reactivity of biomolecules in the cell, with emphasis on functional groups, acids and bases, chirality, energetics, reaction mechanisms, enzyme inhibitors and drug design.; Natural Science (NA)

CHEMH225B001 ORGANIC REACTIONS AND SYNTHESIS*Frances Rose Blase*

This course will explore organic reactions in mechanistic detail, and highlight their use in the syntheses of complex organic molecules. It will concentrate on functional group transformations and then delve into organometallic and enantioselective reactions for use in complex syntheses.; Prerequisite: CHEM111 or 115, 112 and 222 or consent of the instructor.; Natural Science (NA)

CHEMH261J001 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY*Casey H Londergan*

One-half credit course for the year designed for students interested in the chemistry research experience in physical chemistry, condensed phase chemical physics, and biophysical chemistry, with emphasis on spectroscopic studies of peptides and proteins. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH262J001 RESEARCH TUTORIAL IN THEORETICAL CHEMISTRY*Joshua A Schrier*

One-half credit course for the year designed for students interested in the chemistry research experience in theoretical physical chemistry,

with emphasis on methods for prediction of optical, electronic, and mechanical properties of semiconductor nanostructures. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH263J001 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY*Frances Rose Blase*

One-half credit course for the year designed for students interested in the chemistry research experience in synthetic organic chemistry and physical-organic chemistry. Topics include total synthesis of biologically significant molecules, new methods of enantioselective synthesis, and the study of organic reaction mechanisms. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH264J001 RESEARCH TUTORIAL IN BIOORGANIC CHEMISTRY*Karin S. Åkerfeldt*

One-half credit course for the year designed for students interested in the chemistry research experience in protein structure-function relationship studies and the design and synthesis of a broad range of peptides, proteins and biologically inspired novel materials. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH265J001 RESEARCH TUTORIAL IN BIOINORGANIC CHEMISTRY

One-half credit course for the year designed for students interested in the chemistry research experience in spectroscopic and kinetic studies of metalloproteins and inorganic coordination compounds. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH267J001 RESEARCH TUTORIAL IN BIOLOGICAL CHEMISTRY*Louise K. Charkoudian*

One-half credit course for the year designed for students interested in the chemistry research experience in natural product biosynthesis. Not open to seniors.; Prerequisite: Consent of the instructor.; Natural Science (NA)

CHEMH268J001 RESEARCH TUTORIAL IN ENVIRONMENTAL CHEMISTRY*Helen K. White*

One-half credit course for the year designed for students interested in the chemistry research experience in the field of biogeochemistry,

a multidisciplinary approach focused at understanding the chemical composition and processes of Earth's biosphere. Not open to seniors.; Prerequisite: Consent of the instructor; Natural Science (NA)

CHEMH269J001 RESEARCH TUTORIAL IN MATERIALS SCIENCE

Alexander Norquist

One-half credit course for the year designed for students interested in the chemistry research experience in the field of biogeochemistry, a multidisciplinary approach focused at understanding the chemical composition and processes of Earth's biosphere. Not open to seniors.; Prerequisite: Consent of the instructor; Natural Science (NA)

CHEMH301A001 LAB IN CHEMICAL STRUCTURE AND REACTIVITY

Frances Rose Blase

Two lectures and two laboratory periods. An introduction to the methods of research in chemistry. Inorganic, organic, physical chemistry, computational chemistry, and biochemical concepts are integrated in a broad laboratory study of structure and its relationship to chemical reactivity. Physical methods are used in studies of organic, inorganic, and biochemical reactions. Chemical synthesis and the modern methods of computation and instrumental analytical chemistry are particularly stressed.; Natural Science (NA)

CHEMH304A001 STATISTICAL THERMODYNAMICS AND KINETICS

Casey H Londergan

Three lectures. A quantitative approach to the description and prediction of behavior in chemical systems. Topics to be covered include: introductory quantum mechanics and energy in molecules, statistical mechanics and energy partitioning, thermodynamics of molecules and larger systems, physical and chemical equilibrium, and chemical kinetics. Systems of interest range from single molecules to complicated condensed-phase macromolecular assemblies; specific experimental examples of single-molecule observation, phase changes in lipids and liquid crystals, and observations of protein folding will be discussed in the context of the course material.; Prerequisite: One semester of MATH114 or 115. MATH121 or 216 highly recommended.; Natural Science (NA); Quantitative (QU)

CHEMH305B001 QUANTUM CHEMISTRY

Casey H Londergan

Two lectures. The quantum theory of atoms and molecules as applied to problems in molecular structure, computational chemistry, and basic spectroscopic techniques. Emphasis on computer-based solutions and visualization.; Prerequisite: MATH121 or 216.; Quantitative (QU)

CHEMH320G001 CONCEPTS OF INORGANIC CHEMISTRY

TBA Department staff

Three lectures for one-half semester (one-half course credit). An introduction to structure and reactivity of inorganic molecules and materials. Topics include: theories of chemical bonding, symmetries of molecules and solid state materials, acid-base, oxidation-reduction reactions, and structures and nomenclature of coordination complexes.; Prerequisite: CHEM225 or consent of the instructor.; Natural Science (NA)

CHEMH340G001 MOLECULAR SPECTROSCOPY

Casey H Londergan

Quantum mechanical description of current techniques in the spectroscopy of molecules.; Prerequisite: CHEM305 or PHYS214 or consent of the instructor.; Natural Science (NA)

CHEMH351H001 BIOINORGANIC CHEMISTRY

Katherine Prokop-Prigge

Three lectures for one-half semester (one-half course credit). Biological cells require metals such as zinc, iron, copper, manganese, and molybdenum; metal-binding abilities of various functional groups within proteins and nucleic acids, metal-based reactivity involved in reaction mechanisms of specific metalloenzymes, and medically-relevant topics such as bioaccumulation and storage of metal ions, the toxicity of heavy metals, and use of metal-containing drugs in treating disease will be discussed.; Prerequisite: CHEM320 or consent of the instructor.; Natural Science (NA)

CHEMH352E001 TOPICS IN BIOPHYSICAL CHEMISTRY: NMR OF BIOMOLECULES

Arthur G. Palmer

This course will introduce the principles of modern multidimensional NMR spectroscopy as applied to biological macromolecules, focusing on proteins. Theoretical and experimental aspects of NMR spectroscopy for structure determination, investigation of kinetic rate processes, and

characterization of molecular interactions will be discussed.; Prerequisite: CHEM304; Natural Science (NA)

CHEMH352H001 TOPICS IN BIOPHYSICAL CHEMISTRY

Casey H Londergan

CHEMH353E001 TOPICS IN MATERIALS SCIENCE

Alexander Norquist

Three lectures for one-half semester (one-half course credit) This course will focus on the structure-property relationship central to the study of materials with specific functions. Structural studies will include bonding, order/disorder, and non-stoichiometry in crystalline and non-crystalline solids. Optical, magnetic and electronic properties will be discussed in the context of non-linear optical materials, ferroelectric and magnetoresistant materials, as well as superconductors and semiconductors.; Natural Science (NA)

CHEMH353H001 TOPICS IN MATERIAL SCIENCE

Joshua A Schrier

Natural Science (NA)

CHEMH357D001 TOPICS IN BIOORGANIC CHEMISTRY

Karin S. Åkerfeldt

The specific content of the course varies, depending on faculty and student interests. The course will focus on organic chemistry as applied to biological systems and related topics.; CHEM221 or 225 or consent of the instructor.; Natural Science (NA)

CHEMH358D001 TOPICS IN ENVIRONMENTAL CHEMISTRY

Helen K. White

Three lectures for one-half semester (one-half course credit). This course will examine chemical processes that occur in natural waters, soils and the atmosphere. Specific topics will be chosen with input from enrolled students, who will be expected to share in discussion leadership. CHEM358 may be repeated once for credit as long as the topical themes differ.; Prerequisite: CHEM304 or the equivalent or consent of the instructor.; Natural Science (NA)

CHEMH391J001 DEPARTMENTAL SEMINAR

Karin S. Åkerfeldt

Presentation and discussion of current research topics in the various areas of chemistry by faculty, students and outside speakers. One meeting per week throughout the year (one-half course credit); Natural Science (NA)

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY AT BRYN MAWR COLLEGE

brynmawr.edu/archaeology

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

CURRICULUM

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

MAJOR REQUIREMENTS

The major requires a minimum of 10 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt (either ARCH 101 or 104) and ancient Greece and Rome (ARCH 102), and two semesters of the senior conference. At least two upper-level courses should be distributed between Classical and Near Eastern subjects. Additional requirements are determined in consultation with the major advisor. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major advisor; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art. In consultation with the major advisor, one course taken in study abroad may be accepted for credit in the major.

The writing requirement for the major consists of two one-semester Writing Attentive courses offered within the department.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major advisor in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are

encouraged to take the introductory courses (ARCH 101 or 104 and 102) early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

MINOR REQUIREMENTS

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

CONCENTRATION IN GEOARCHEOLOGY

The Departments of Anthropology, Classical and Near Eastern Archaeology, and Geology offer a concentration in geoarchaeology for existing majors in these departments. Please consult with Professor Magee regarding this program. Please note that these requirements are separate from those for the major and cannot be double counted.

REQUIREMENTS FOR THE CONCENTRATION:

- Two 100-level units from Anthropology, Classical and Near Eastern Archaeology (including ARCH 135, a half-credit course) or Geology, of which one must be from the department outside the student's major.
- ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).
- BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).
- Two elective courses, to be chosen in consultation with the major advisor, from among current offerings in Anthropology,

Classical and Near Eastern Archaeology and Geology. One of these two courses must be from outside the student's major. Suggested courses include but are not limited to ARCH 135 (HALF-CREDIT: Archaeological Fieldwork and Methods), ANTH 203 (Human Ecology), ANTH 220 (Methods and Theory), ARCH 330 (History of Archaeology and Theory), ANTH 225 (Paleolithic Archaeology), ANTH 240 (Traditional Technologies), ARCH 308 (Ceramic Analysis), ARCH 332 (Field Techniques), GEOL 202 (Mineralogy), GEOL 205 (Sedimentology), GEOL 310 (Geophysics), and GEOL 312 (Quaternary Climates).

HONORS

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

INDEPENDENT RESEARCH

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is willing to advise them, and consult with the major advisor. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration. Students planning to do such research should consult with professors in the department in the spring semester of their junior year or no later than the beginning of the fall semester of the senior year.

LANGUAGES

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

STUDY ABROAD

A semester of study abroad is encouraged if the program is approved by the department. Students are encouraged to consult with faculty, since some programs the department may approve may not yet be listed at the Office of International

Programs. Students who seek major credit for courses taken abroad must consult with the major advisor before enrolling in a program. Major credit is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for more than one course and not for courses that are ordinarily offered by the department.

FIELDWORK

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

Professor Peter Magee conducts a for-credit field school at Muweilah, al-Hamriya and Tell Abraq in the United Arab Emirates. Undergraduate and graduate students participate in this project, which usually takes place during the winter break. He sends an announcement about how to apply for a position in the fall of each year. Students who participate for credit sign up for a 403 independent study with Professor Magee.

Professor James Wright directs the Nemea Valley Archaeological Project in Greece, which has finished fieldwork and is currently under publication. Information about the archives is available through the Special Collections Department. Professor Astrid Lindenlauf is also beginning a new excavation project at the ancient Greek trading post of Naukratis in Egypt, and the opportunities for work there will expand as the project gets under way.

The department has been collaborating with Professor Aslı Özyar (Ph.D., Bryn Mawr College, 1991) of Bogaziçi University in Istanbul, in the Tarsus Regional Project, Turkey, sponsored by Bogaziçi University. This is a long-term investigation of the mound at Gözlükule at Tarsus, in Cilicia, which was first excavated by Hetty Goldman, A.B. 1903.

MUSEUM INTERNSHIPS

The department is awarded annually two internships by the Nicholas P. Goulandris Foundation for students to work for a month in the Museum of Cycladic Art in Athens,

Greece, with an additional two weeks at an archaeological field project. This is an all-expense paid internship for which students may submit an application. An announcement inviting applications is sent in the late fall or beginning of the second semester.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Special Collections.

FUNDING FOR INTERNSHIPS AND SPECIAL PROJECTS

The department has two funds that support students for internships and special projects of their own design. One, the Elisabeth Packard Fund for internships in Art History and Archaeology is shared with the Department of the History of Art, while the other is the Anna Lerah Keys Memorial Prize. Any declared major may apply for these funds. An announcement calling for applications is sent to majors in the spring, and the awards are made at the annual college awards ceremony in April.

FACULTY

Mehmet-Ali Ataç

Associate Professor of Classical and Near Eastern Archaeology

Alice Donohue

Rhys Carpenter Professor of Classical and Near Eastern Archaeology (on leave 2015-16)

Astrid Lindenlauf

Associate Professor of Classical and Near Eastern Archaeology

Peter Magee

Chair and Professor of Classical and Near Eastern Archaeology

Daniel Tober

Mellon Postdoctoral Fellow in the Humanities and Humanistic Studies

James Wright

Professor of Classical and Near Eastern Archaeology (on leave 2015-16)

Evrydiki Tasopoulou

Visiting Assistant Professor of Classical and Near Eastern Archaeology

COURSES

ARCH B101 INTRODUCTION TO EGYPTIAN AND NEAR EASTERN ARCHAEOLOGY

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Counts towards: Africana Studies (Not Offered 2015-2016)

ARCH B102 INTRODUCTION TO CLASSICAL ARCHAEOLOGY

Lindenlauf, A.

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

ARCH B104 ARCHAEOLOGY OF AGRICULTURAL AND URBAN REVOLUTIONS

Magee, P.

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes. Counts towards: Geoarchaeology; Middle Eastern Studies Crosslisting(s): CITY-B104

ARCH B125 CLASSICAL MYTHS IN ART AND IN THE SKY

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment. Crosslisting(s): HART-B125; CSTS-B125 (Not Offered 2015-2016)

ARCH B135 FOCUS: ARCHAEOLOGICAL FIELDWORK AND METHODS

Lindenlauf, A.

The fundamentals of the practice of archaeology through readings and case studies and participatory demonstrations. Case studies will be drawn from the archives of the Nemea Valley Archaeological Project and material in the College's collections. Each week there will be a 1-hour laboratory that will introduce students

to a variety of fieldwork methods and forms of analysis. This is a half semester Focus course. Counts towards: Geoarchaeology

ARCH B136 FOCUS: ARCHAEOLOGICAL SCIENCE

This is a half-semester Focus course offered as an introduction to the role of science in the contemporary practice of archaeology. Although it will often be sequential to another Focus course, ARCH 135: Archaeological Fieldwork and Methods, it is a stand alone offering that will be of interest to a broad range of students. Topics covered in the course will include: radiometric dating (especially 14c), palaeo-environmental reconstruction, sedimentary analysis and geochemical provenience methodologies. This course will include a 1 hour lab. Counts towards: Geoarchaeology (Not Offered 2015-2016)

ARCH B137 FOCUS: INTRODUCTION INTO PRINCIPLES OF PRESERVATION & CONSERVATION

Weldon, M., Lindenlauf, A.

This half-unit introductory course provides insights into the fundamentals of the practices of archaeological preservation and conservation and enhances the understanding of their significance in the archaeological process. This half-course deals exclusively with excavated materials that are still on-site or have been moved to a storage facility or a museum. Materials considered in this course include architecture, textiles, and portable objects made of clay, stone, and metal. While most of the finds are from land sites, occasional references to marine material are made. Most of the material used in the hands-on sessions comes from the Special Collections. Suggested preparation: basic understanding of chemistry is helpful.

ARCH B203 ANCIENT GREEK CITIES AND SANCTUARIES

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures. Crosslisting(s): CITY-B203 (Not Offered 2015-2016)

ARCH B204 ANIMALS IN THE ANCIENT GREEK WORLD

Tasopoulou, E.

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

ARCH B205 GREEK SCULPTURE

Tasopoulou, E.

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context. Crosslisting(s): HART-B20

ARCH B206 HELLENISTIC AND ROMAN SCULPTURE

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period, beginning with the death of Alexander the Great, that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition. Crosslisting(s): HART-B206 (Not Offered 2015-2016)

ARCH B211 THE ARCHAEOLOGY AND ANTHROPOLOGY OF RUBBISH AND RECYCLING

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling. Crosslisting(s): ANTH-B211
(Not Offered 2015-2016)

ARCH B220 ARABY THE BLEST: THE ARCHAEOLOGY OF THE ARABIAN PENINSULA FROM 3000 TO 300 B.C.E.

A survey of the archaeology and history of the Arabian peninsula focusing on urban forms, transport, and cultures in the Arabian peninsula and Gulf and their interactions with the world from the rise of states in Mesopotamia down to the time of Alexander the Great.
(Not Offered 2015-2016)

ARCH B224 WOMEN IN THE ANCIENT NEAR EAST

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawannanna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion. Counts towards: Gender and Sexuality Studies; Middle Eastern Studies (Not Offered 2015-2016)

ARCH B226 ARCHAEOLOGY OF ANATOLIA

Ataç, M.

One of the cradles of civilization, Anatolia witnessed the rise and fall of many cultures and states throughout its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu.

ARCH B228 THE ARCHAEOLOGY OF IRAN: FROM THE NEOLITHIC TO ALEXANDER THE GREAT

This course examines the archaeology of Iran from circa 6000 BC to the coming of Alexander the Great at the end of the fourth century BC. Through the course we examine the beginnings of agriculture, pastoralism and sedentary settlement in the Neolithic and Chalcolithic periods; Bronze Age interaction between Iran, Mesopotamia, south Asia and the Arabian Gulf; developments within the Iron Age; and the emergence of the Achaemenid Empire (538-332BC). (Not Offered 2015-2016)

ARCH B230 ARCHAEOLOGY AND HISTORY OF ANCIENT EGYPT

A survey of the art and archaeology of ancient Egypt from the Pre-Dynastic through the Graeco-Roman periods, with special emphasis on Egypt's Empire and its outside connections, especially the Aegean and Near Eastern worlds. Counts towards: Africana Studies; Middle Eastern Studies (Not Offered 2015-2016)

ARCH B234 PICTURING WOMEN IN CLASSICAL ANTIQUITY

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations. Counts towards: Gender and Sexuality Studies Crosslisting(s): HART-B234; CSTS-B234 (Not Offered 2015-2016)

ARCH B238 LAND OF BUDDHA: THE ARCHAEOLOGY OF SOUTH ASIA, FIRST MILLENIUM B.C.E.

Magee, P.

This course uses archaeological evidence to reconstruct social and economic life in South Asia from ca. 1200 to 0 B.C.E. We examine the roles of religion, economy and foreign trade in the establishment of powerful kingdoms and empires that characterized this region during this period.

ARCH B240 ARCHAEOLOGY AND HISTORY OF ANCIENT MESOPOTAMIA

Ataç, M.

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of

the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship, and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed.

Counts towards: Middle Eastern Studies

ARCH B244 GREAT EMPIRES OF THE ANCIENT NEAR EAST

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran. Counts towards: Middle Eastern Studies
Crosslisting(s): POLS-B244; HIST-B244; CITY-B244 (Not Offered 2015-2016)

ARCH B252 POMPEII

Tasopoulou, E.

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city. Crosslisting(s): CITY-B259

ARCH B254 CLEOPATRA

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the

United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, Cleopatra. Counts towards: Gender and Sexuality Studies (Not Offered 2015-2016)

ARCH B255 SHOW AND SPECTACLE IN ANCIENT GREECE AND ROME

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film. Crosslisting(s): CSTS-B255; HIST-B285; CITY-B260 (Not Offered 2015-2016)

ARCH B260 DAILY LIFE IN ANCIENT GREECE AND ROME

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life. Crosslisting(s): CSTS-B260; CITY-B259; ANTH-B260 (Not Offered 2015-2016)

ARCH B270 GEOARCHAEOLOGY

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology. Counts towards: Geoarchaeology
Crosslisting(s): GEOL-B270; ANTH-B270 (Not Offered 2015-2016)

ARCH B301 GREEK VASE-PAINTING

Lindenlauf, A.

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will

interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

ARCH B304 ARCHAEOLOGY OF GREEK RELIGION

Tasopoulou, E.

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience. Crosslisting(s): CSTS-B304

ARCH B305 TOPICS IN ANCIENT ATHENS

This is a topics course. Course content varies.

Crosslisting(s): CITY-B305 (Not Offered 2015-2016)

ARCH B308 CERAMIC ANALYSIS

Magee, P.

Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor. Counts towards: Geoarchaeology

ARCH B312 THE EASTERN MEDITERRANEAN IN THE LATE BRONZE AGE

This course is focused on the artistic interconnections among Egypt, Syria, Anatolia, and the Aegean during the Late Bronze Age (ca. 1500-1200 BCE) and their Middle Bronze Age

(ca. 2000-1500 BCE) background. Prerequisites: ARCH B101 or B216 or B226 or B230 or B240 or B244.(Not Offered 2015-2016)

ARCH B316 TRADE AND TRANSPORT IN THE ANCIENT WORLD

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport. Crosslisting(s): CITY-B316 (Not Offered 2015-2016)

ARCH B323 ON THE TRAIL OF ALEXANDER THE GREAT

This course explores the world of Alexander the Great and the Hellenistic world on the basis of a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in classical archaeology or permission of the instructor.(Not Offered 2015-2016)

ARCH B324 ROMAN ARCHITECTURE

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102. Crosslisting(s): CSTS-B324; HART-B324 (Not Offered 2015-2016)

ARCH B329 ARCHAEOLOGY AND NATIONAL IMAGINATION IN MODERN GREECE

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history,

archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity. (Not Offered 2015-2016)

ARCH B352 ANCIENT EGYPTIAN ARCHITECTURE: THE NEW KINGDOM

Atag, M.

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with. Prerequisites: ARCH B101 or B230 or B244.

ARCH B359 TOPICS IN CLASSICAL ART AND ARCHAEOLOGY

This is a topics course. Course content varies. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology or art history. Crosslisting(s): HART-B358; CSTS-B359 (Not Offered 2015-2016)

ARCH B398 SENIOR SEMINAR

Lindenlauf, A.

A weekly seminar on topics to be determined with assigned readings and oral and written reports.

ARCH B399 SENIOR SEMINAR

Atag, M.

A weekly seminar on common topics with assigned readings and oral and written reports.

ARCH B403 SUPERVISED WORK

Supervised Work

ARCH B501 GREEK VASE PAINTING

Lindenlauf, A.

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

ARCH B504 ARCHAEOLOGY OF GREEK RELIGION

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Tasopoulou, E.

ARCH B505 TOPICS IN ANCIENT ATHENS

This is a topics course. Topics vary. Previous topics include: Monuments and Art, Acropolis (Not Offered 2015-2016)

ARCH B508 CERAMIC ANALYSIS

Magee, P.

Pottery is fundamental for establishing the relative chronology of archaeological sites and past human behavior. Included are theories, methods and techniques of pottery description, analysis, and interpretation. Topics are typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory in the collections.

ARCH B516 TRADE AND TRANSPORT IN THE ANCIENT WORLD

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of

Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport. (Not Offered 2015-2016)

ARCH B529 ARCHAEOLOGY AND NATIONAL IMAGINATION IN MODERN GREECE

This course explores the link between archaeology, antiquity and the national imagination in modern Greece from the establishment of the Greek state in the early nineteenth century to present times. Drawing from a variety of disciplines, including history, archaeology, art history, sociology, anthropology, ethnography, and political science, the course examines the pivotal role of archaeology and the classical past in the construction of national Greek identity. Special emphasis is placed on the concepts of Hellenism and nationalism, the European rediscovery of Greece in the Romantic era, and the connection between classical archaeology and Philhellenism from the eighteenth to the twentieth centuries. Additional topics of study include the presence of foreign archaeological schools in Greece, the Greek perception of archaeology, the politics of display in Greek museums, and the importance and power of specific ancient sites, monuments, and events, such as the Athenian Acropolis, the Parthenon, and the Olympic Games, in the construction and preservation of Greek national identity. (Not Offered 2015-2016)

ARCH B552 EGYPTIAN ARCHITECTURE: NEW KINGDOM

Ataç, M.

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.

ARCH B570 GEOARCHAEOLOGY

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these

interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology. (Not Offered 2015-2016)

ARCH B605 THE CONCEPT OF STYLE

Style is a fundamental concern for historians of art. This seminar examines concepts of style in ancient and post-antique art historiography, focusing on the historical and intellectual contexts in which they arose. Special attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly in classical and related art. (Not Offered 2015-2016)

ARCH B608 MEDITERRANEAN LANDSCAPE ARCHAEOLOGY

Lindenlauf, A.

This course explores a range of approaches to the study of landscapes that relates to core principles of the field of archaeology. It also discusses the construction of specific landscapes in the Mediterranean (e.g., gardens, sacred landscapes, and memoryscapes).

ARCH B617 HERCULANEUM: VILLA DEI PAPIRI

Tasopoulou, E.

The Villa of the Papyri is a 'villa suburbana' that housed a large collection of sculptures. Its reconstruction became famous as the Getty Villa. This Villa will serve as an 'exemplum' of a Roman villa to explore topics including early excavation techniques, libraries and the Epicurean philosophy, the concepts and meanings of villae, as well as the placement of statues and copy criticism.

ARCH B623 ON THE TRAIL OF ALEXANDER THE GREAT

This course explores the world of Alexander the Great and the Hellenistic world based on a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in Classical Archaeology or permission of the instructor. (Not Offered 2015-2016)

ARCH B625 HISTORIOGRAPHY OF ANCIENT ART

Our understanding of the material culture of classical antiquity and related civilizations, including the post-antique West, rests on information and interpretive frameworks derived from ancient texts. This pro-seminar explores how the history of ancient art has been and continues to be written, with emphasis on the ancient texts, their historical and intellectual contexts, and the uses to which they have been put in a variety of historical formulations from antiquity through modern times. (Not Offered 2015-2016)

ARCH B628 ASSYRIA AND THE WEST: NEO-HITTITE STATES

This seminar revolves around the art and architecture of the Neo-Hittite states of the Iron Age in Syro-Anatolia from the lens of their relations with the Neo-Assyrian Empire. (Not Offered 2015-2016)

ARCH B634 PROBLEMS IN GREEK ART

A seminar dealing with current issues in the art of ancient Greece and related traditions. (Not Offered 2015-2016)

ARCH B638 ARCHAEOLOGY OF ASSYRIA

A seminar focused on the art and architecture of the Neo-Assyrian Empire (883-612 BCE). Emphasis will be on the cities, palaces, and decorative programs of the major Neo-Assyrian kings. (Not Offered 2015-2016)

ARCH B639 THE IRANIAN IRON AGE

In this course we examine the archaeology of Iran and its neighbors to the south, north and east from c. 1300 to 300 BC. Through an analysis of archaeological data, we will examine questions related to subsistence strategies, trade and the response to imperial powers. The course incorporates an examination of the archaeology of the Achaemenid Empire. (Not Offered 2015-2016)

ARCH B643 MORTUARY PRACTICES

This seminar focuses on the mortuary practices of the ancient Greek and Macedonian worlds from the Iron Age to the end of the Hellenistic period. Special emphasis is placed on the examination of skeletal remains, funerary offerings, the art, and architecture of specific archaeological sites and on the study of various issues in the archaeology of death. (Not Offered 2015-2016)

ARCH B654 THE ARCHAEOLOGY OF PREHISTORIC ARABIA

In this course we examine the archaeology of prehistoric Arabia from c. 8000 to 500 BC. Particular emphasis is placed upon how the archaeological evidence illuminates social and economic structures.

Magee, P.

ARCH B669 ANCIENT GREECE AND THE NEAR EAST

Approaches to the study of interconnections between Ancient Greece and the Near East, mainly in the Iron Age, with emphasis on art, architecture, and intellectual perspective.

Atag, M.

ARCH B672 ARCHAEOLOGY OF RUBBISH

This course explores a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to understanding and interpreting spatial disposal patterns, identifying votive deposits (*bothroi*), and analyzing the use of dirt(y waste) in negotiating social differences. (Not Offered 2015-2016)

ARCH B692 ARCHAEOLOGY OF ACHAEMENID ERA

The course explores the archaeology of the Achaemenid Empire. It will be offered in conjunction with Professor Lauren Ristvet (UPENN) and will cover the archaeology of the regions from Libya to India from 538 to 332 BC. Students will be expected to provide presentations as well as written work. (Not Offered 2015-2016)

ARCH B701 SUPERVISED WORK

Atag, M., Tasopoulou, E., Magee, P., Lindenlauf, A.
Unit of supervised work

CLASSICS

haverford.edu/classics

The Classics department offers instruction at all levels in Greek and Latin language and literature, in cooperation with the Bryn Mawr department of Greek, Latin, and Classical Studies. Courses in Classical Studies provide opportunities to study ancient history, literature, and culture in English translation.

WHAT IS CLASSICS?

Classics, in the broadest sense, is the study of the ancient Greek and Roman world, its cultures, and their impact on later cultural traditions. The elasticity of these terms (e.g., “ancient,” “culture,” “Roman”) gives the discipline dynamism, but its shared center is a common body of texts. While careful study of these works of literature, history, philosophy and drama is vital to our discipline, the Classicist touches all aspects of life and culture in ancient Greek and Roman society, including the areas of history, law, religion, material culture, art, family life, politics, and philosophy. Classics is also interested in how later peoples understood and transformed this inheritance, generating the rich Classical tradition in literature and the other arts.

WHY STUDY CLASSICS?

An energizing and rewarding area of study in its own right, learning about the languages and cultures of antiquity can also complement coursework throughout the curriculum and provide an empowering foundation for life and career. Latin and Greek in particular equip students with a greater facility in understanding the potential and limitations of language. Such training can also enrich study in other disciplines, most notably related fields like philosophy, comparative literature and history, where knowledge of Classical material can provide a useful key or powerful counterpoint. One of the greatest benefits for anyone who takes courses in Classics is the bracing experience of encountering — through texts and across a vast gulf of time — people who are at once familiar and strange, who continue to influence how we think, act and feel, and yet are radically different from us. With honest and critical engagement, this encounter

can render us clearer and more powerful thinkers. Studying Classics prepares our graduates for a number of different careers. Some have pursued advanced degrees in Classics or related fields (e.g., Archaeology and Religion); others have studied medicine, dentistry, or law, or have chosen careers in journalism, business, publishing, social work, museum curatorship, library science, and secondary education.

LEARNING GOALS FOR CLASSICS MAJORS

- Students will learn ancient Greek or Latin (or both), cultivating an urgent connoisseurship of the word while acquiring the power to analyze and interpret the foundational texts of western philosophy, history, oratory, fiction, and poetry in their original forms.
- Students will master thought-provoking and influential texts from antiquity, connecting with this rich source of delight and considering the benefits of the canon — and its dangers.
- Students will learn to read carefully, deeply, looking cautiously to vital context, with reservations and appreciation of crucial detail, in dialogue with others and with confidence in their own insights, with doors left open, with delicate fingers and eyes (see Nietzsche, Daybreak 1881).
- Students will confront the most persistent questions about the nature of the human condition, heeding the Socratic warning that “the unexamined life is not worth living” (*ό δέ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ*, Plato, *Apology* 38a).
- Students will carry their education with them, becoming speakers of words and doers of deeds (*μύθων τε ρήτηρ' ἔμεναι πρηκτῆρά τε ἔργων*, Homer, *Iliad* 9.443), striving to become human beings to whom nothing human is foreign (*homo sum: humani nil a me alienum puto*, Terence, *HT* 77).
- Students will not strive to amass a cache of the trivial or ephemeral but will forge a community of learning in partnership with faculty and students in the full spirit of Haverford’s motto (*non doctior sed meliore doctrina imbutus*).

- Students will, at the culmination of their studies, answer an important question about classical culture or its reception with theoretical rigor, in dialogue with the work of other scholars, and under the auspices of a faculty Mentor.

CURRICULUM

The major programs in Classics reflect the diversity of the field: students may major in Classical Culture and Society, Classical Languages (Greek and Latin), or Greek or Latin (with a related modern field). We encourage majors to study abroad during a semester of their junior year in Greece, Italy, or any other country with a strong tradition in Classical Studies. Students may choose from three minors, each of which requires six courses: Greek, Latin, or Classical Culture and Society. Students may also major or minor in Classical and Near Eastern Archaeology at Bryn Mawr.

MAJOR REQUIREMENTS

CLASSICAL CULTURE AND SOCIETY

This major is intended for students with a broad interest in the ancient Greco-Roman world. It is designed to allow the student to use a strong foundation in Greek or Latin as the springboard for a focused study of the culture and society of classical antiquity, concentrating in one of the following areas: archaeology and art history, philosophy and religion, literature and the classical tradition, history and society.

- Two courses in either Latin or Greek beyond the elementary level
- one course in Greek or Roman history
- three courses, at least two of which must be at the 200 level or above, in one of the following concentrations: archaeology and art history, history and society; literature and the classical tradition; philosophy and religion
- three electives dealing with classical antiquity, at least one at the 200 level or above, and at least one (except in the case of history and society concentrators) drawn from courses in history and society
- completion of the Department reading list
- Senior Seminar (398/399).

CLASSICAL LANGUAGES

The major in Classical Languages is designed to give students a solid grounding in both Greek and Latin and to introduce them to a variety of texts and genres studied in relation to their

literary, historical, and philosophical contexts.

- Eight semester courses beyond the elementary level divided between Greek and Latin, of which at least two in each language must be at the 200 level or above
- completion of the Classics Dept. reading list
- Senior Seminar (398/399).

GREEK OR LATIN

Students who major in Greek or Latin pursue an intensive curriculum in one of the two languages, and in addition do work at the advanced level in an allied field which might itself be Classical Studies, but might also be English or another language, Comparative Literature, Philosophy, Religion, History, Art History, Archaeology, or Music—indeed, almost any discipline that the student can connect to his or her intellectual interests as complementary to his or her language studies.

- Six semester courses beyond the elementary level in one ancient language, of which at least four must be at the 200 level or above
- a minimum of three semester courses beyond the introductory level in a related field (another language, archaeology, comparative literature, English, history, religion, philosophy).
- completion of the Classics Major's reading list
- Senior Seminar (398/399)

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Haverford students often pursue coursework and research on the material culture of the ancient world within one of our major programs. Our students may also complete a major or minor in Archaeology or a component of a concentration in geoarchaeology through the Department of Classical and Near Eastern Archaeology at Bryn Mawr. The Archaeology program is interdisciplinary and encourages students to take advantage of related offerings in Departments of Anthropology, Classics, Geology, History, History of Art, and the Program in the Growth and Structure of Cities. The Ella Riegel Memorial Collection of over 6,000 artifacts is used in instruction. In collaboration with the Departments of Geology, Biology and Anthropology, a concentration in Geoarchaeology is offered together with coursework and laboratory training in Geographic Information Systems.

MAJORS' READING LIST

This list consists of important Greek and Latin texts selected by the faculty, to be read in English (if not in the original) by the beginning of the senior year. Many of these texts will have been assigned in classes, while others will complement class readings. By reading, considering, and discussing the texts on the list, Classics students – whatever the focus of their particular major – will emerge with a stronger common basis for discussion and with a better sense of the range and depth of the classical heritage.

SENIOR SEMINAR AND THESIS

In the fall of their senior year, Classics majors participate in a seminar taught jointly by Haverford and Bryn Mawr faculty (Classics 398). The seminar, which consists of the close study of critical theory and readings on particular texts and topics, helps prepare students to write the senior thesis. As part of the seminar, students compose a prospectus and bibliography for their thesis.

In the spring semester (Classics 399), all students write a senior thesis on a topic of their choice, working closely with a faculty advisor from Haverford or Bryn Mawr.

MINOR REQUIREMENTS

GREEK OR LATIN

Six semester courses in the language, at least two of which must be at the 200 level or above. The department may reduce the number of required courses for those who are already beyond the elementary language when they begin the minor.

CLASSICAL CULTURE AND SOCIETY

Six courses drawn from the range of courses counted towards Classical Culture and Society. Of these, two must be in Greek or Latin at the 100 level or above and at least one must be in Classical Culture and Society at the 200 level.

HONORS REQUIREMENTS

Superior performance in coursework and the senior thesis constitutes the basis for Departmental Honors.

SPECIAL PROGRAMS

The department's extra-curricular life includes visiting speakers, occasional expeditions to plays or museums, the annual bi-college ORALii-Tea (recitation of Greek and Latin literature), public

marathon readings of Classical texts, reading groups, and other departmental events.

The faculty encourages and supports events that are organized by students. Bryn Mawr hosts a weekly Classics Tea and Colloquium featuring visiting lectures.

FACULTY

Bret Mulligan

Chair and Associate Professor

Deborah H. Roberts

William R. Kenan Jr. Professor of Classics and Comparative Literature

Sydnor Roy

Visiting Assistant Professor

William Tortorelli

Visiting Assistant Professor

Robert Germany (on leave 2015-16)

Assistant Professor

COURSES IN GREEK LANGUAGE AND LITERATURE

GREKH001A001 ELEMENTARY GREEK

Robert Germany

Introduction to ancient Greek, with selected readings in poetry and prose. This is the first semester of a year-long course; Humanities (HU)

GREKH101A001 INTRODUCTION TO GREEK LITERATURE: HERODOTUS AND GREEK LYRIC

Sydnor Roy

Introduction to the study of Greek literature through readings in Herodotus' Histories and selections of Greek lyric poetry. Emphasis will be on developing reading skills and on critical interpretation and discussion.; Humanities (HU)

GREKH102B001 INTRODUCTION TO GREEK POETRY: HOMER

Bret Mulligan

Readings in Homer's Iliad or Odyssey, with critical interpretation and discussion.; Prerequisite: GREK101 or equivalent.; Humanities (HU)

GREKH202B001 ADVANCED GREEK: TRAGEDY

Deborah H. Roberts

Two Greek tragedies and readings in Aristotle's Poetics.; Humanities (HU)

COURSES IN LATIN LANGUAGE AND LITERATURE

LATNH001A001 ELEMENTARY LATIN

Bret Mulligan

Introduction to the Latin language, including vocabulary, grammar, style, and techniques for reading and translation of poetry and prose; with attention to Roman history, mythology, literature, religion, and more. This is the first semester of a year-long course.; Humanities (HU)

LATNH101A001 INTRODUCTION TO LATIN LITERATURE: THE LANGUAGE OF LOVE AND HATE IN THE ROMAN REPUBLIC

Bret Mulligan

Introduction to the study of Latin literature through readings from Catullus' poetry and Cicero's Pro Caelio. Class will include some grammar review, but emphasis will be on developing reading skills and on critical interpretation and discussion.; Humanities (HU)

LATNH102B001 INTRODUCTION TO LATIN LITERATURE: COMEDY

William Tortorelli

Deepening acquaintance with Latin language and literature through close reading of a Roman comedy. Review of Classical Latin grammar by comparison with Archaic Latin. Additional emphasis on colloquial Latin, meter, stagecraft, and reception. Class will stage a public performance! Prerequisite: LATN101 or BMC 003 or very strong high school preparation; Humanities (HU)

LATNH201A001 ADVANCED LATIN LITERATURE

Bret Mulligan

Prerequisite: LATN101-102 or the equivalent.; Humanities (HU)

LATNH202A001 ADVANCED LATIN LITERATURE: OVID'S LOVE POETRY

William Tortorelli

Focuses on the culminating works of the Latin Elegiac tradition, Ovid's Amores and Ars Amatoria and their engagement with questions of genre, poetics, subjectivity, fiction, and truth. Selections from other Roman elegists and important scholarship will be read in English.; Prerequisites: Students must have completed at least two semesters of Latin at the 100-level or equivalent; Humanities (HU)

LATNH350B001 SEMINAR IN LATIN LITERATURE

Robert Germany

An advanced seminar in Latin language and literature, with special emphasis on the interpretation and discussion of texts in Latin and the reading of relevant scholarship. Topic to be determined by faculty; recent topics have included "Poetry and Patronage in Flavian Rome" and "Translating the Classics: Theory, History, Practice" May be repeated for credit.; Prerequisite: At least one 200-level Latin course or consent of the instructor.; Humanities (HU)

COURSES IN CLASSICAL STUDIES NOT REQUIRING GREEK OR LATIN

CSTSH119A001 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS

Bret Mulligan

Introduction to classical culture through a study of the Athenian achievement in literature, politics and philosophy from the Persian Wars to the trial and death of Socrates, largely through primary sources. The last third of the semester will feature an open-ended, student-led simulation of the aftermath of the Peloponnesian Wars, in which students will debate social reconciliation after the expulsion of the tyrants, the organization of Athenian government, the expansion of citizenship, the future of the Athenian empire, and the fate of Socrates.; Humanities (HU)

CSTSH121A001 THE ROMAN REVOLUTION

Sydnor Roy

An introduction to the literature and culture of ancient Rome, focusing on the transformative period of the late republic and early principate, including topics such as the Romans' self-image, religion, sex & gender, and the relationship between art and politics.; Humanities (HU)

CSTSH209B001 CLASSICAL MYTHOLOGY

Sydnor Roy

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film.

CSTSH210B001 ATHENS, ROME, PHILADELPHIA: CLASSICS AND THE AMERICAN REVOLUTION

Sydnor Roy

Humanities (HU)

COMPARATIVE LITERATURE (BI-CO)

brynmawr.edu/complit

Comparative Literature is a joint interdisciplinary program at Haverford and Bryn Mawr.

Comparative literature situates literature in an international perspective and examines connections between literary history, literary criticism, critical theory, and poetics, and works toward an understanding of the sociocultural functions of literature. We and our students engage in the close reading of literary texts from different cultures and periods, and we do so from a variety of cultural perspectives, in order to understand both the multiple meanings that inhere in literary language and the socio-cultural functions of literature.

Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature, including:

- anthropology, philosophy, religion, and history
- classical studies and cultural studies
- Africana, Latin American, East Asian and gender and sexuality studies
- music, the visual arts, and the history of art.

The availability of resources at Bryn Mawr and Haverford permits the Comparative Literature program to offer an extensive variety of study options, which include:

- literature courses in English and the languages offered at the two colleges (Spanish, French, German, Italian, Russian, Latin, ancient Greek, Japanese, Chinese, Arabic and Hebrew)
- cross-listed comparative electives taught in English
- courses in criticism and theory.

Since Haverford established the major in 1991, our students have gone on to do graduate work in comparative literature and related fields; pursued advanced degrees in business, law, medicine, and journalism; and under-taken careers in translation, international relations and publishing. Graduates with a comp lit major have successfully entered or completed the Ph.D. and other advanced degree

programs in: comparative literature (Columbia, U Penn, UC Berkeley), education (Columbia), film studies (Univ of Edinburgh), German (UPenn), Italian (Columbia), literature (UC San Diego); religion (Emory; Harvard Divinity School), and Spanish (Johns Hopkins, Harvard, Virginia).

“Observable” and “measurable” outcomes in the major:

- Advanced skills in a language other than English and show the capacity to analyze and interpret literary and cultural texts in the original language.
- Analysis, interpretation or translation of the literary texts of two distinct national cultures and analysis of these comparatively, across national and/or linguistic boundaries, or addressing, considering, evaluating, and applying specific methodological or theoretical paradigms.
- the ability to:
 - evaluate and discuss the merits of a critical or methodological approach
 - complete an independent scholarly project
 - bring together and analyze critically, in light of certain central issues and themes, a selection of works of literature and criticism read over the four years.

CURRICULUM

We require comparative literature students to have a reading knowledge of at least one language other than English, adequate to the advanced study of literature in that language, and encourage students to begin the study of a third language. Some comparative literature courses may require reading knowledge in the language as a prerequisite for admission.

Students interested in pursuing a comparative literature major should discuss their preparation and program of courses with the comparative literature chair early in their first or second year at the College.

We recommend (but do not require) that:

- majors study abroad during one or two semesters of the junior year
- students with a possible interest in graduate school begin a second foreign language before they graduate.

MAJOR REQUIREMENTS

- Comparative Literature 200, “Introduction to Comparative Literature,” normally taken by the spring of the sophomore year
- six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one): at least two (one in each literature) must be at the 300 level or above, or its equivalent, as approved in advance by the advisor
- one course in critical theory
- two electives in comparative literature
- Comparative Literature 398, “Theories and Methods in Comparative Literature”
- Comparative Literature 399 “Senior Seminar in Comparative Literature.”

Students may draw courses in comparative literature from a variety of departments. A listing of current courses appears each year in the Tri-College Course Guide (www.trico.haverford.edu/cgi-bin/courseguide/cgi-bin/search.cgi).

MINOR REQUIREMENTS

Comparative Literature 200 and 398, plus four advanced literature courses in the original languages (normally at the 200 level or above) divided between two literature departments, of which English may be one. At least one course of these four must be at the 300 level.

We encourage students who minor to choose their national literature courses from those with a comparative component.

HONORS REQUIREMENTS

Students who, in the judgment of the Steering Committee in Comparative Literature, have done distinguished work in their comparative literature courses and in the Senior Seminar will be considered for Departmental Honors.

FACULTY

Two co-chairs, one at each college, and a bi-college steering committee administer the program. The committee generally includes those faculty members most often involved in teaching the introductory course and the senior seminar.

AT HAVERFORD:

Israel Burshatin

Chair and Barbara Riley Levin Professor of Spanish and Comparative Literature

Imke Brust

Assistant Professor of German

Roberto Castillo Sandoval

Associate Professor of Spanish

Maud McInerney

Associate Professor of English

Jerry Miller

Associate Professor of Philosophy

Deborah Roberts

William E. Kenan, Jr. Professor of Classics and Comparative Literature

Ulrich Schönher

Professor of German

David Sedley

Associate Professor of French

Travis Zadeh

Associate Professor of Religion

AT BRYN MAWR:

Azade Seyhan

Fairbanks Professor in the Humanities and Professor of German and Comparative Literature

María Cristina Quintero

Professor of Spanish

Martín Gaspar

Assistant Professor of Spanish

Francis Higginson

Associate Professor of French

Roberta Ricci

Associate Professor of Italian

Hoang Tan Nguyen
Assistant Professor of English

Jennifer Harford Vargas
Assistant Professor of English

COURSES

COMLH200A001 INTRODUCTION TO COMPARATIVE LITERATURE

Maud McInerney

The course offers a comprehensive reconstruction of literature from the Renaissance period to the present, by focusing on a) the changing relationship between literature and religion, b) the construction of identities (class, gender, race), c) the representation of history, and d) models of literary self-referentiality. In addition, the class will introduce a variety of literary and cultural theories necessary for the analysis of (non)fictional texts.; Humanities (HU)

COMLH205A001 STUDIES IN THE SPANISH AMERICAN NOVEL

Graciela Michelotti

Territories: Limits & Displacements in Latin American Contemporary Narrative
This course examines the topic of territory, with a concentration on territorial limits & displacements in Latin American narrative from the 1980's to the present. The goal of the course is to analyze novels, short stories, & films representing different countries and/or regions in the context of current configurations of Latin American territories.; Cross-listed in Spanish; Prerequisite: SPAN102, placement, or consent of the instructor.; Humanities (HU)

COMLH210A001 SPANISH AND SPANISH AMERICAN FILM STUDIES

Graciela Michelotti

Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the cinematic discourse as well as the cultural and historic background of each film. The course will also provide advanced language training with particular emphasis in refining oral and writing skills.; Cross-listed in Spanish; Prerequisite: SPAN102, placement, or consent of the instructor.; Humanities (HU)

COMLH214A001 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA

Ariana Huberman

An examination of seminal literary texts written in Latin America in the nineteenth century. Novels, essays, travelogues, short stories, miscellaneous texts, and poetry will be analyzed and placed in the context of the process of nation-building that took place after Independence from Spain. A goal of the course will be to establish and define the nexus between the textual and ideological formations of 19th-century writings in Latin America and their counterparts in the 20th-century.; Prerequisites: SPAN102, placement, or consent of instructor.; Humanities (HU)

COMLH215B001 TALES OF TROY

Bret Mulligan

An introduction to the myth of the Trojan War and its role in the history of western literature and culture, focusing on the development and adaptation of the myth in literature, art, music, and film from antiquity to the present day.; Cross-listed: Classical Studies, Comparative Literature; Humanities (HU)

COMLH218B001 THE WESTERN DRAMATIC TRADITION

Barbara Riebling

An investigation of Western drama through close study of major representative plays. Evolving notions of the dramatic event, from classical to modern and "post-modern" theaters, will be examined in relation to developing ideas of heroism, destiny, social structure, linguistic power, and theatricality itself. Emphasis will be placed on both thematic and structural problems of "play" and on the relation of the text to consequences of performance (e.g., acting, stagecraft, and audience response). This course satisfies the Introductory Emphasis requirement for the English major.; Cross-listed: English, Comparative Literature; Humanities (HU)

COMLH220A001 THE EPIC IN ENGLISH

Maud McInerney

An exploration of the long narrative poems that shape the epic tradition in anglophone literature. Readings in classical epic and medieval epic, Milton, Romantic epics and the modern aftermath of epic.; Cross-listed in English; Humanities (HU)

COMLH221A001 THE ANCIENT NOVEL

Robert Germany

Cross-listed in Classical Studies; Humanities (HU)

COMLH222B001 RETHINKING LATIN AMERICA IN CONTEMPORARY NARRATIVE

Aurelia Gomez Unamuno

This course explores literary texts and films produced after the 70's that address political issues related to marginal subjects that previously were not visible. The course is organized around different agendas such as "indigenismo", ethnic politics and indigenous movements, post-coloniality, subalternity, sexual diversity, migration and the border, drug trafficking, and gender violence.; Cross-listed: Spanish, Comparative Literature; Prerequisite: SPAN102, placement, or consent of the instructor.; Humanities (HU)

COMLH247A001 ANTHROPOLOGY AND LITERATURE: ETHNOGRAPHY OF BLACK SOUTH

Zolani Noonan-Ngwane

Humanities (HU)

COMLH250A001 QUIXOTIC NARRATIVES

Israel Burshatin

Study of Cervantes, Don Quixote and of some of the works of fiction, criticism, philosophy, music, art and film which have drawn from Cervantes's novel or address its formal and thematic concerns, including self-reflexivity, nation and narration, and constructions of gender, class, and "race" in narrative. Other authors read include Borges, Foucault, Laurence Sterne, Graham Greene, Vladimir Nabokov, and Kathy Acker. Course taught in English. This course fulfills the "pre 1898" requirement for the Spanish major.; Humanities (HU)

COMLH262A001 EUROPEAN FILM

Brook N. Henkel

Beginning with key works of European cinema and the historical avant-garde from the 1920s and 30s (Lang, Vertov, Renoir), this class will go on to explore the post-WWII developments of Italian Neorealism, the French New Wave, and New German Cinema (alongside examples of British and Scandinavian film) up to more recent works like those of Lars von Trier and the Berlin School. Throughout the semester, we will challenge such national identifications of European films (imposed largely by critics and the international film-market) and instead stress

their shared concerns with history, politics, social transformation, and formal experimentation. We will also discuss the considerable (if contentious) overlaps between European art cinema and Hollywood films. Screenings will be paired with relevant, primary and secondary film-historical texts as well as key readings in film theory. Films shown with subtitles; readings and discussions in English.; Cross-listed in German.; Humanities (HU)

COMLH266A001 IBERIAN ORIENTALISM AND THE NATION

Israel Burshatin

Cross-listed in Spanish; Prerequisite: Freshman Writing or SPAN102 or consent; Humanities (HU)

COMLH290A001 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY

Deborah H Roberts

In this course we investigate central texts in literary theory from the Greeks to early nineteenth-century Europe, with attention to key critical terms and concepts. Topics of discussion include the nature and origin of literary creation, socio-political ideas about the function of poetry and the poet, mimetic models of literature, the roles of art and nature, literature in relation to its audience, theories of genre, defenses of poetry, allegorical interpretation, the idea of the sublime, definitions of the imagination, poetic language, and the application of critical theory to particular texts. Readings include selections from: Plato, Aristotle, Horace, Longinus, Dante, Augustine, Sidney, Corneille, Dryden, Pope, De Stael, Johnson, Wollstonecraft, Wordsworth, Coleridge, Keats, and Shelley. Requirements include 5 short papers and a final exam. Not open to first-year students.; Cross-listed in Classical Studies and English; Prerequisite: Sophomore standing or above.; Humanities (HU)

COMLH293A001 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE

Deborah H Roberts

An exploration of the theory and practice of translation (both historical and current) and of other forms of rewriting. Theoretical readings include works by Dryden, Schleiermacher, Arnold, Benjamin, Venuti, and others; examples of translation will be drawn from a variety of texts in different languages. Students will have the opportunity to work on translation projects

of their own.; Prerequisites: Students must be at least at the intermediate level of one language other than English.; Humanities (HU)

COMLH301B001 TOPICS IN MIDDLE ENGLISH: THE ROMANCE OF ANTIQUITY

Maud McInerney

This seminar will explore the rebirth of classical texts in the Middle Ages in the light of Paul Ricoeur's insistence upon the power of both history and fiction to reconfigure time itself. We will engage questions about the mythic past as a ground from which historic dynasties reinvent their own futures, the imaginary East of Alexander (and the Crusades?) as site of fascination and projection, the narrative temporalities of history, epic and romance, the invention of female subjectivity, the queerness of chivalry, etc.; Our focus will be on medieval texts, some in Middle English, but no prior knowledge of Middle English is required. Cross-listed: English, Comparative Literature; Prerequisite: Two courses in English at the 200 level or consent of the instructor.; Humanities (HU)

COMLH312A001 ADVANCED TOPICS

David Sedley

Cross-listed in French; Humanities (HU)

COMLH312B001 DU PARIS PLEIN LES YEUX: LITTÉRATURE ET CULTURE DE MASSE (FRANCE 1830-1900)

Kathryne Adair Corbin

Students in this course will analyse the influence of the Parisian industrial culture on fashion, literature and free time – of both men and women – as cultural practices changed over the course of the 19th century. We will study the birth of boulevard life and how the boulevard became a place of encounter and exploration for the flâneur. In addition, we will look into the manner in which the new consumerist society and the newspaper developed in Paris and how these changes affected the reception, the reading, and even the forms of literature. Authors include Balzac, Baudelaire, Maupassant, Mercier, Sand, Séverine, Sue, and Zola.; Cross-listed: French, Comparative Literature; Prerequisite: a 200-level French course, excluding FREN212; Humanities (HU)

COMLH316B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA

Aurelia Gomez Unamuno

An examination of socialist armed struggles in

1970s, women's rights and feminist movements in Latin America. A comparative study of literary texts, testimonials and documentary films addresses theoretical issues such as Marxism, global feminism, hegemony and feminisms produced in the periphery.; Prerequisites: a 200 level, preferred 300 level course; Humanities (HU)

COMLH320B001 IMPOSSIBLE REPRESENTATIONS: THE HOLOCAUST IN LITERATURE AND FILM

Brook N. Henkel

Representing the Holocaust has often been posed as a limit or impossibility within the literary and visual arts. Despite such statements, we find numerous instances of artists turning to literature, film, and other aesthetic media in order to recall, confront, and grapple with the atrocities committed by Germans and Austrians during the Nazi period. How do we understand such impossible representations their different, representational strategies, as well as their ethical, political, and historical status? Covering an international range of literary texts and films along with examples from the visual arts, this seminar will investigate works that attempt to represent the traumatic experiences, historical events, and lasting consequences of the Holocaust through various genres and perspectives. Students will gain familiarity with recent developments in trauma and memory studies, as well as key debates on artistic representations and historical understandings of German fascism, anti-Semitism, and the Nazi genocide. Writers, filmmakers, and artists covered will likely include Celan, Adorno, Arendt, J. Am ry, J. Renoir, W. Staudte, A. Kluge, A. Kiefer, Ch. Wolf, P. Levi, C. Lanzmann, Sebald, Spiegelman, J. Littell, and Q. Tarantino. Texts and discussions in English, with additional sessions for German-speakers.; Cross-listed: German, Comparative Literature; Humanities (HU)

COMLH321B001 LITERATURE AND NEW MEDIA: FROM THE GUTENBERG-GALAXY TO CYBERSPACE

Ulrich Schoenherr

The emergence of new acoustic, visual, and electronic media since the late 19th-century has dramatically changed the status of writing, textuality, and literature. Focusing on modernist as well as contemporary texts, the seminar will reconstruct the changing intermedial relationship between the book and its technologically advanced other from the print-based medium to

the latest digital Hypertext novel. The challenges posed by photography, phonography, radio, film, and electronic media prompted writers to rethink and redefine their declining position vis-vis the new technologies which have successfully dethroned the book as the primary storage system of modern society. Oscillating between critical resistance and enthusiastic adaptation, the seminar will examine the various responses and strategies of literature in the age of its technological obsolescence. Excerpts from historical and contemporary theories of media (Benjamin, McLuhan, Baudrillard, Kittler et.al.) will provide the conceptual framework for the analysis of literary models. Readings will include texts (and films) by Villiers de l'Isle-Adam, F. Lang, Brecht, Th. Mann, M. Duras, A. Resnais, Cortazar, M. Antonioni, F. Truffaut, Delillo, Beyer, L. Riefenstahl, G. Perec, and Geoff Ryman.; Cross-listed: German, Comparative Literature; Humanities (HU)

COMLH322A001 POLITICS OF MEMORY IN LATIN AMERICA

Aurelia Gomez Unamuno

This course explores the issue of memory, the narration of political violence and the tension between truth and fiction. A selection of documents, visual archives and documentary films are compared with literary genres including testimonies memories, diaries, poetry, and fiction writing. This course also compares the coup and dictatorship of Pinochet, with the repression of the student movement of 68, and the guerrilla warfare in Mexico.; Cross-listed in Spanish; Humanities (HU)

COMLH343B001 THE LATIN AMERICAN CITY AND ITS NARRATIVES

Graciela Michelotti

An exploration of how literary and visual arts texts have imagined the Latin American metropolitan space. Students will reflect on the representation of urban communities in Latin American cities such as Buenos Aires, Mexico and Havana among others.; Cross-listed: Comparative Literature, Spanish; Prerequisite: A 200-level course, or consent of the instructor; Humanities (HU)

COMLH377A001 PROBLEMS IN POSTCOLONIAL LITERATURE: VIOLENCE, TERROR, AND IDENTITY

Rajeswari Mohan

The decisive role that Fanon attributes to violence in the colonial context has had an inexorable afterlife in postcolonial societies. Course texts explore this dialectic of violation and violence, but they present it as a mutating, complex phenomenon, drawing its energies from multiple histories and traditions that are not always centered on the colonial experience.; Cross-listed in English; Prerequisite: Two courses in English at the 200 level or consent; Humanities (HU)

COMLH389A001 PROBLEMS IN POETICS: THE INTERPRETATION OF LYRIC

Barbara Riebling

An examination of theoretical issues and presentational strategies in various verse structures from Ovid to Bishop. Close readings of strategically grouped texts explore the interplay of convention and innovation with close attention to rhetorics of desire, external and internal form, and recurrent lyric figures, tropes, and topoi.; Cross-listed in English; Two courses in English at the 200 level or permission of instructor; Humanities (HU)

COMLH397A001 THE FICTIONS OF ROBERTO BOLANO AND THE RENEWAL OF THE LATIN AMERICAN NOVEL

Roberto Castillo Sandoval

This course will explore the transformations in Latin American fiction in the late 20th- and early 19th-Centuries through an extensive examination of the works (essays, poetry, short fiction and novels) by late Chilean author Roberto Bolano (1953-2003). Prerequisite: At least 2 previous courses in Spanish at the 200-level or permission from the instructor; Cross-listed in Spanish; Prerequisite: At least two previous courses in Spanish at the 200-level or permission from the instructor; Humanities (HU)

COMLH398A001 THEORIES AND METHODS IN COMPARATIVE LITERATURE

Israel Burshtatin

Advanced work in the history and problems of comparative literature.; Humanities (HU)

COMLH399B001 SENIOR SEMINAR*Israel Burshatin, Seyhan Azade*

Oral and written presentations of work in progress, culminating in a senior thesis and comprehensive oral examination.; Humanities (HU)

**COURSES OFFERED AT
BRYN MAWR**

- COMLB110001 IDENTIFICATION IN THE CINEMA
COMLB200001 INTRO TO COMPARATIVE LIT
COMLB212001 BORGES Y SUS LECTORES
COMLB213001 THEORY IN PRACTICE:HUMANITIES-CRITICAL THEORIES
COMLB216001 TOPICS: CHINESE LIT IN TRANSDREAM OF THE RED CHAMBER
COMLB223001 TOPICS IN GERMAN CULTURAL STUD-REMEMBERED VIOLENCE
COMLB225001 CENSORSHIP:HISTORY CONTEXT
COMLB234001 POSTCOLONIAL LIT IN ENGLISH
COMLB239001 CLASSICAL TRADITIONS & SCIFI
COMLB245001 APPROACHES TO GERM LIT/CULTURE-KAFKA'S PRAGUE FREUD'S VIENNA
COMLB269001 ECOL OF THTR: PERFL,PLAY,LANDS
COMLB293001 THE PLAY OF INTERPRETATION
COMLB306001 FILM THEORY
COMLB310001 DETECTIVE FICTION
COMLB311001 THE MYTH OF VENICE (1800-2000)
COMLB322001 SPANISH QUEENS, NUNS&DEVIANTS
COMLB323001 CULTURE AND INTERPRETATION
COMLB325001 ETUDES AVANCÉES-NOVELS AND NEWSPAPERS
COMLB325001 ETUDES AVANCÉES-ECRIRE LA GRANDE GUERRE
COMLB332001 NOVELAS DE LAS AMÉRICAS
COMLB350001 VOIX MÉDIÉVALES/ÉCHOS MODERNE
COMLB375001 INTERPRETING MYTHOLOGY
COMLB388001 CONTEMPORARY AFRICAN FICTION
COMLB398001 THEORIES & METHS IN COMP LIT
COMLB399001 SR SEMINAR IN COMPARATIVE LIT

COMPUTER SCIENCE

haverford.edu/computer-science

Computer Science is the representation and manipulation of information: the study of the theory, analysis, design, and implementation of the data structures that represent information and the algorithms that transform them.

Computer Science is interdisciplinary, with roots in mathematics, physics and engineering, and with applications in virtually every academic discipline and professional enterprise.

Computer Science at Haverford College emphasizes these fundamental concepts in conjunction with depth of thought and clarity of expression. This approach is consistent with the principles of scientific education in the liberal arts. The aim is to provide students with a base of skills and capabilities which transcend short-term fashions and fluctuations in computer hardware and software. Specific learning objectives are for each student to:

1. realize their full ability to think deeply.

This involves mastering discipline-specific concepts such as abstraction, correctness and complexity, and recognizing their broad and deep applications, both theoretically and practically, in new contexts.

- Identify the role of abstraction in a computational problem situation; for example, distinguish a general problem from an specific instance, or understand the mapping between an abstract data type (ADT) and a given representation of that ADT
- Develop original, correct solutions demonstrating an appropriate level of abstraction, using two or more design techniques specific to the field
- Express a general solution in an appropriate programming language
- Analyze and compare the efficiency of alternative solutions, both quantitatively and qualitatively
- Increase the confidence in a solution by use various approaches, including proof, testing, and mathematical reasoning

2. communicate his or her thinking clearly and effectively. This involves taking a discovered or developed solution (or a given problem definition, etc.) and sharing that solution with peers, managers, clients, and other professionals completely, persuasively and with appropriate use of vocabulary and other tools (e.g., charts, proofs, demonstrations).

3. identify, interpret and evaluate the theoretical, practical and ethical implications of his or her work in the field. This work is most easily identified as software, but other results might be papers written and published, projects chosen over others ignored, and even questions raised.

CURRICULUM

Computer Science offers:

- a major
- a concentration for mathematics majors
- a concentration for physics Majors
- a minor.

Computer Science also contributes substantially to the concentration in scientific computing. For details of these programs, visit the Computer Science website (haverford.edu/computer-science/academic-programs).

MAJOR REQUIREMENTS

The major program covers the foundations of the discipline and provides a range of elective opportunities.

While the Computer Science major is inspired by guidance from existing professional societies in computing, it is uniquely “Haverfordian” in its emphasis on a collaborative approach to a rigorous field of inquiry. Requirements are:

- Computer Science 105 and 106, or Computer Science 107.
- Computer Science/Math 231 (Discrete Mathematics).
- Computer Science 240, 245, 340, and 345.
- Computer Science 350 or 355 or 356.
- One additional 300 level course in computer science, and two additional courses numbered

200 or higher (or related courses in math or physics).

- Computer Science 480 project and paper.

COMPUTER SCIENCE CONCENTRATION FOR MATHEMATICS MAJORS REQUIREMENTS

Computer Science is an interdisciplinary field with roots in mathematics, along with physics and engineering. Requirements are:

- Computer Science 105 and 106, or Computer Science 107.
- Either Computer Science 240 or 245.
- Either Computer Science 340 or 345.
- One additional computer science course numbered 300 or higher.
- One additional computer science course numbered 200 or higher, or a related course in mathematics or physics (such as Math 203, 210, 218, 231, 235, 236, 237, 250, or Physics 316, 322).

COMPUTER SCIENCE CONCENTRATION FOR PHYSICS MAJORS REQUIREMENTS

- Computer Science 105 and 106, or Computer Science 107.
- Physics 316 (Electronic Instrumentation and Computers).
- Either Physics 322 (Solid State Physics) or Computer Science/Physics 304 (Computational Physics).
- Two additional courses numbered 200 or higher from the Haverford or Bryn Mawr computer science programs.

CONCENTRATION IN SCIENTIFIC COMPUTING

For Mathematics, Physics, Chemistry, Biology, Economics, and Astronomy majors: see the separate Scientific Computing section in this catalog.

COMPUTER SCIENCE MINOR REQUIREMENTS

- Computer Science 105 and 106, or Computer Science 107.
- Computer Science/Math 231 (Discrete Mathematics).
- Either Computer Science 240 and (355 or 356), or Computer Science 245 and 350.
- Either Computer Science 340 or 345.

FACULTY

Steven Lindell

Professor

John P. Dougherty

Associate Professor

David G. Wonnacott

Associate Professor

Sorelle A. Friedler

Assistant Professor

Jane Chandee

Visiting Assistant Professor

Suzanne Lindell

Laboratory Instructor

AFFILIATED FACULTY

Lynne Butler

Professor of Mathematics

Curtis Greene

J. McLain King Professor of Mathematics

Robert Manning

William H. and Johanna A. Harris Distinguished Professor of Computational Science

Philip M. Meneely

Professor of Biology

Walter Smith

Professor of Physics

Peter Love

Associate Professor of Physics

AT BRYN MAWR COLLEGE:

Professor Deepak Kumar

Associate Professor Douglas Blank

Dianna Xu

Associate Professor

COURSES

CMSCH105A001 INTRODUCTION TO COMPUTER SCIENCE

John Dougherty

Introduction to the intellectual and software tools used to create and study algorithms: formal and informal problem specification; problem solving and algorithm design techniques; reliability, proofs, and testing techniques; program clarity, complexity and efficiency; functional and imperative paradigms; associated programming skills. Weekly programming laboratory section.; Quantitative (QU); Natural Science (NA)

CMSCH106B001 INTRODUCTION TO DATA STRUCTURES

John Dougherty

Prerequisite: CMSC105 or BMC CMSC110 or consent of the instructor.; Quantitative (QU); Natural Science (NA)

CMSCH107A001 INTRODUCTION TO COMPUTER SCIENCE AND DATA STRUCTURES

David Wonnacott

An accelerated treatment of CMSC105 and 106 for students with significant programming experience. Reviews programming paradigms, while focusing on techniques for reasoning about software: methodical testing, formal verification, code reviews, other topics as time permits. Includes lab work. Fulfills CCNC concentration requirement.; Prerequisites: Placement by the Computer Science Department. Note: Students taking CMSC107 may not then receive credit for either CMSC105 or 106. Students who have taken 105 or 106 may not take 107.; Quantitative (QU)

CMSCH222B001 SCIENTIFIC COMPUTING: CONTINUOUS SYSTEMS

Robert Manning

A survey of major algorithms in modern scientific computing, with a focus on continuous problems. Topics include root-finding, optimization, Monte Carlo methods, and discretization of differential equations, with applications in the natural and social sciences.; Cross-listed: Mathematics, Computer Science; Prerequisites: MATH114, 115 or 118 or the equivalent placement or consent of the instructor.; Quantitative (QU)

CMSCH231A001 DISCRETE MATHEMATICS

Steven Lindell

An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, difference equations, graphs, and trees.; Corequisite: CMSC105, 107 or 110; Natural Science (NA)

CMSCH240A001 PRINCIPLES OF COMPUTER ORGANIZATION

John Dougherty

Treatment of the hierarchical design of modern digital computers: boolean logic/algebra; sequential state systems; register machines; instruction sets; memory organization; assembly language programming. Lectures cover the

theoretical aspects of system architecture; labs provide implementation experience via a hardware simulator.; Prerequisite: CMSC106 or 206 at BMC or consent of the instructor. MATH231 is recommended.; Concurrent enrollment in this and two other computer science lab courses requires permission of the instructor.; Natural Science (NA)

CMSCH245A001 PRINCIPLES OF PROGRAMMING LANGUAGES

John Dougherty, David Wonnacott

Study of the design and implementation of modern programming languages: lexical and syntactic analysis; scoping mechanisms; run-time environments; implementation of structured, functional, object-oriented, and concurrent programming languages. Lectures cover theoretical foundations of language design and implementation. Labs provide opportunities to both use and implement language features.; Prerequisites: CMSC106, 107 or BMC 206 or consent of the instructor. MATH231 is strongly recommended. Concurrent enrollment in this and two other computer science lab courses requires permission of the instructor.; Natural Science (NA)

CMSCH287B001 HIGH PERFORMANCE COMPUTING

John Dougherty

Introduction to parallel and distributed systems and approaches found in scientific computing, including computational and data intensive applications. Primary lab work on a cluster of Linux workstations with MPI; other architectures and approaches are also covered.; Prerequisite: CMSC106 or consent of the instructor.; Natural Science (NA)

CMSCH340A001 ANALYSIS OF ALGORITHMS

Sorelle A. Friedler

Cross-listed in Mathematics and Statistics; Prerequisite: CMSC106 and 231.; Natural Science (NA)

CMSCH345B001 THEORY OF COMPUTATION

Steven Lindell

Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Attendance required.; Cross-listed: Computer Science, Mathematics; Prerequisite: MATH231; Natural Science (NA)

CMSCH350B001 COMPILER DESIGN*David Wonnacott*

An introduction to compiler design, including the tools and software design techniques required for compiler construction. Students construct a working compiler using appropriate tools and techniques in a semester-long laboratory project. Lectures combine practical topics to support lab work with more abstract discussions of software design and advanced compilation techniques.; Natural Science (NA)

CMSCH356B001 CONCURRENCY AND CO-DESIGN IN OPERATING SYSTEMS*David Wonnacott*

A practical introduction to the principles of shared-memory concurrent programming and of hardware/software co-design, which together underlie modern operating systems; includes a substantial laboratory component, currently using Java's high-level concurrency and the HERA architecture.; Prerequisite: CMSC240 and consent of the instructor.; Natural Science (NA)

CMSCH394A001 ADVANCED TOPICS IN THEORETICAL COMPUTER SCIENCE & DISCRETE MATHEMATICS*Lynne Butler*

Cross-listed in Mathematics and Statistics;
Prerequisite: MATH317 or 333 or consent of the instructor.; Natural Science (NA)

CMSCH394B001 ADVANCED TOPICS IN THEORETICAL COMPUTER SCIENCE & DISCRETE MATHEMATICS: LOGIC*David A. Lippel*

Cross-listed: Computer Science, Mathematics;
Prerequisite: MATH317 or 333 or consent of the instructor.; Natural Science (NA)

CMSCH395B001 MOBILE DEVELOPMENT FOR SOCIAL CHANGE*Sorelle A. Friedler*

An advanced course focusing on standard software engineering principles, object oriented programming, event-driven and multi-threaded programming, Android-specific mobile development concepts, and designing a positive user experience in the context of a semester-long placement with a local non-profit.; Prerequisite: CMSC106.; Natural Science (NA)

CMSCH399C001 SENIOR THESIS*John Dougherty, David Wonnacott*

Seminar for seniors writing theses, dealing with the oral and written exposition of advanced material.; Taken for a half credit in both the fall and spring semesters, whose purpose is to prepare the thesis. Seminar for seniors writing theses, dealing with the oral and written exposition of advanced material.; Prerequisite: Senior standing; Natural Science (NA)

COURSES OFFERED AT BRYN MAWR**CMSCB11001 INTRODUCTION TO COMPUTING****CMSCB206001 INTRO TO DATA STRUCTURES****CMSCB231001 DISCRETE MATHEMATICS I****CMSCB240001 COMPUTER ORGANIZATION****CMSCB246001 PROGRAMMING PARADIGMS****CMSCB310001 COMPUTATIONAL GEOMETRY****CMSCB312001 COMPUTER GRAPHICS****CMSCB330001 ALGORITHMS: DESIGN & PRACTICE****CMSCB372001 INTRO ARTIFICIAL INTELLIGENCE****CMSCB380001 RECENT ADVANCES IN COMP SCI- DATA SCIENCE****CMSCB399001 SENIOR CONFERENCE****CMSCB403001 INDEPENDENT STUDY**

CONCENTRATION IN SCIENTIFIC COMPUTING

Many disciplines in the natural and social sciences include a significant sub-discipline that is explicitly computational. Examples include astronomy, biology, chemistry, economics, and physics. In some fields, such as biology, the use of computation has become so widespread that basic literacy in computation is increasingly important and may soon be required.

The concentration in scientific computing gives students an opportunity to develop a basic facility with the tools and concepts involved in applying computation to a scientific problem, and to explore the specific computational aspects of their own major disciplines.

CURRICULUM

The concentration consists of six credits that fall into four categories of requirements (denoted A, B, C, and D, below). These are categorical labels only and do not require a time-ordered sequence. In fact, many students in fields other than Computer Science take at least one course in the B and/or C requirements before discovering an interest in the concentration, and then take courses to satisfy the other requirements.

For Mathematics, Physics, Chemistry, Biology, Economics and Astronomy majors: See the separate sections in this catalog.

CONCENTRATION IN SCIENTIFIC COMPUTING (CSC) REQUIREMENTS

- Three of the six required courses focus on general issues of computing (see Requirements A and B, below):
 - i. two of these serve as an introduction to computer science and programming
 - ii. the third focuses on the use of computation within a specific scientific discipline.
- Students then choose the remaining three courses from a list of electives (see Requirement C), using at least two to connect their computational work with their major (recall that students must also count 2–3 courses for a concentration toward the student's major).

- Finally, the student must also complete a project-based experience, possibly during the completion of one of the courses (Requirement D).

Students should select the six courses from the following list and have them approved by the student's concentration advisor.

- Of the six credits required for the concentration, no more than two (2) of the courses in (B) or (C) may count towards both the SC concentration and the student's major.
- Students may not count among the 32 course credits required for graduation any course that substantially repeats the content of another course already completed (even though the course numbers may suggest an advancing sequence). For example, students cannot take both introductory computer science courses (CS H105 and CS B110) for credit.)

CATEGORIES OF REQUIREMENTS

A. Yearlong introduction to Computer Science and programming, which may consist of (CS H105 and CS H106) or (CS B110 and CS B206) or (CS H107)

B. One course involving regular programming assignments and becoming familiar with discipline-specific programming idioms, chosen from:

- Astronomy H341 (Advanced Topics in Astrophysics: Observational Astronomy)
- Astronomy H342 (Advanced Topics in Astrophysics: Modern Galactic Astronomy)
- Astronomy H344 (Advanced Topics in Astrophysics: Computational Astrophysics)
- Computer Science H187 (Scientific Computing-Discrete Problems)
- Computer Science H207 (Data Science and Visualization)
- Computer Science B250 (Computational Models in the Sciences)
- Computer Science H287 (High Performance Scientific Computing)
- Chemistry H304 (Statistical Thermodynamics and Kinetics)

- Chemistry H305 (Quantum Chemistry)
- Math H222 (Scientific Computing—Continuous Problems)
- Physics H304 (Computational Physics)

C. Three credits worth of electives that investigate real-world phenomena using computation at a significant level, as the standards of that discipline determine. At least one of these three credits must come from a 300-level course or courses (not senior research). A normative route in the sciences would be for a student to take two taught courses on this list and apply one credit of senior research to this requirement. Alternatively, students whose senior work is not computational but who still wish to pursue the concentration can complete three taught courses from this list. Students should draw these courses from:

- Any of the courses on the (B) list above
- Biology H300 (Superlab)
- Biology H301 (Advanced Genetic Analysis; 1/2 credit)
- Biology H354 (Computational Genomics; 1/2 credit)
- Biology H357 (Protein Design; 1/2 credit)
- Chemistry B322 (Advanced Physical Chemistry: Mathematical Modeling and Natural Processes)
- CS B120 (Visualizing Information)
- CS H225 (Fundamentals of Databases)
- CS H235 (Information and Coding Theory)
- CS B250 (Computational Models in the Sciences)
- Economics S032 (Operations Research)
- Math H204/B210 (Differential Equations), in years in which it includes significant computer lab exercises involving modeling and/or simulation
- Math H210 (Linear Optimization and Game Theory)
- Math H286 (Applied Multivariate Statistical Analysis)
- Math H394 (Advanced Topics in Computer Science and Discrete Math)
- Math H397 (Advanced Topics in Applied Math)
- Math S056 (Modeling)
- Physics B306 (Mathematical Methods in the Physical Sciences)
- Physics H316 (Electronic Instrumentation and Computers)
- Physics S026 (Chaos, Fractals, Complexity, Self-Organization, and Emergence)

- Up to 1 credit of senior research (e.g., Astronomy H404, Bio H40x, Chemistry H361, CS H480, Math H399, or Physics H41x), if the project has a significant focus on scientific computing

D. A project-based experience in which the student applies computation to investigate a real-world phenomenon, e.g., a:

- senior thesis/experience with significant scientific computing component, or
- summer research experience, or
- multi-week project for a course that may (or may not) be one of the three electives that fulfill requirement (C).

CONCENTRATION COORDINATORS AND DEPARTMENTAL REPRESENTATIVES

Robert Manning

Mathematics representative,
William H. and Johanna A. Harris Associate Professor of Computational Science

Philip Meneely

Concentration Coordinator, Biology representative, Professor of Biology

Joshua Schrier (*on leave 2015-16*)

Chemistry representative; Assistant Professor of Chemistry

Beth Wilman (*on leave 2015-16*)

Astronomy and Physics representative, Associate Professor of Astronomy and Physics

EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

haverford.edu/ealc

The Department of East Asian Languages and Cultures, a Bi-College department shared by Haverford and Bryn Mawr is dedicated to the humanistic investigation of the cultural sphere defined by the use of Chinese characters. While national borders have often shifted through the millennia, today this sphere includes the five countries of China, Japan, Korea north and south, and Vietnam. The department offers five years of instruction in Chinese and Japanese, and students may choose to pursue the study of Korean or Vietnamese at the University of Pennsylvania. The present political and economic power and ascendancy of contemporary East Asia can only be understood against the backdrop of its rich cultural past. Our goal is to couple rigorous language training to the study of East Asian languages, particularly Chinese and Japanese, culture and society. In addition to our intensive programs in Chinese and Japanese, departmental faculty offer courses in East Asian literature, religion, film, art and visual culture, and history. The intellectual orientation of the Department of East Asian Languages and Cultures is centered on primary textual and visual sources; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of a wide range of literary and historical texts (in translation and in the original), images, film, and scholarly books and articles.

THE CHINESE AND JAPANESE LANGUAGE PROGRAMS

CHINESE PROGRAM

The Bi-Co Chinese Program offers five years of instruction in modern Mandarin Chinese.

- First-year Chinese (CNSE 001–002) and Second-year Chinese (CNSE 003–004) both have master and drill sections.
- First-year Chinese (CNSE 001–002) is a year-long course. Students must complete both semesters to receive credit.

- We offer Advanced Chinese each semester with a different topic; students can take this as Fourth- or Fifth-year Chinese, with one credit per semester, and repeat the course as long as the topics differ.
- We offer CNSE007-008 for students with a background in Chinese, based on results of a placement test. Upon completion of this full-year sequence, students move on to Second-year Chinese.

The approved Study Abroad program for Chinese is CET (China Educational Tours, cetacademicprograms.com). If you have questions, contact the Director of the Chinese Program, Shizhe Huang (shuang@haverford.edu), who also serves as the advisor for Chinese Minor.

JAPANESE PROGRAM

The Bi-Co Japanese Program offers five years of instruction in modern Japanese.

- First-year Japanese (JNSE 001–002), taught at Haverford, is six hours (one hour on MWF and ninety minutes on Tues. and Thurs.) per week. Students should register for one of the Mon./Weds./Fri. sessions and choose one of the Tues./Thurs. sessions.
- Second through Fourth-year (Advanced) Japanese (JNSE 003–004, JNSE 101–102, and JNSE 201A/B) all meet at Haverford.
- The first-year and second-year courses in Japanese (JNSE 001–002 and 003–004, respectively) meet five days a week.
- For the first-year courses, students must complete both semesters in order to obtain credit, whereas students earn credit for each semester for the second-year courses and above.

Haverford students may study abroad at IES Tokyo or Nanzan or at KCJS in Kyoto. If you have questions, contact Tetsuya Sato (tsato@haverford.edu) for clarification.

PLACEMENT TESTS

The two language programs conduct placement tests for first-time students at all levels in the week before classes start in the fall semester.

- To qualify for third-year language courses, students need to finish Second-year courses with a score of 3.0 or above in all four areas of training: Listening, speaking, reading, and writing.
- In the event that students do not meet the minimum grade at the conclusion of Second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision. These students must take a placement test before starting Third-year language study in the fall.
- Students who do not finish Third-year with a score at or higher than 3.0 in any of the four areas must also take a placement exam before entering Fourth-year.
- Students who have a time lapse (a semester or longer) since last being enrolled and wish to continue where they left off must also take a placement test

MAJOR & MINOR CURRICULA

EALC MAJOR

I. Language Requirement (2 credits at third-year level)

We require EALC majors to demonstrate third-year-level competence in Chinese or Japanese, either by passing a placement assessment or completing the relevant third-year course (CNSE 101–102 or JNSE 101–102). The University of Pennsylvania offers Korean and Vietnamese language instruction, but these do not count towards the Bi-Co EALC major.

II. Three (3) Core Courses (3 credits), required of all majors:

We require that, beyond demonstrating language competence, EALC majors take THREE core courses from the following:

1. One 100-level course on China from among 110 (Introduction to Chinese Lit.), 120 (Individual and Society in China), or 131 (Chinese Civ.); and
2. One 100-level course on Japan from among

132 (Japanese Civ.) or a variety of new 100- level courses on Japan (currently being developed); and

3. EALC 200 (Methods and Approaches to East Asian Cultures).

- EALC 200 is required of all EALC majors and minors. We urge majors to take 200 in the spring of their sophomore year; minors may take it during their junior or senior year.
- EALC 200 is the designated departmental Writing Intensive course (30 pages of writing), which Bryn Mawr now requires of all departments.

Students must earn a grade of 2.0 or higher to continue in the major and be eligible to write a senior thesis.

III. Three (3) Departmental Elective Courses (3 credits)

Majors must take THREE additional non-language courses offered by members of the Bi-Co EALC Department (Glassman, Jiang, Kwa, Schoneveld, Smith).

- When signing up for the major, students should work with the departmental co-chair on their campus to select courses that are intellectually complementary.
- At least one of these courses must be at the 300 level.

Majors cannot satisfy the Departmental Elective Courses by courses outside the department, or by taking courses abroad.

IV. Two non-departmental courses related to East Asia (2 credits)

In order to encourage a sampling of approaches to East Asia beyond EALC or the Bi-Co community, we require students to take two courses related to East Asia from the wider array of courses offered outside the Department and/or from study abroad courses that their advisor has approved.

- At least one of these courses must be at the 300 level.
- Students may not substitute these courses for the three core and three elective courses the EALC faculty offers.

V. The Senior Thesis (1 credit)

We require students to complete a senior thesis (EALC 398, 1 credit). Although students will do the majority of their thesis during the Fall semester, they will complete and formally present final drafts early in the Spring semester.

EALC MINOR

The EALC Department certifies three minors:

- Chinese language (advisor: Shizhe Huang) and Japanese language (advisor: Tetsuya Sato); these two language minors both require six language courses, and students may fulfill them concurrently with the EALC major.
- EALC (advisors: EALC co-chairs), which requires six courses, all of which students must take from among courses the EALC departmental faculty offers. The mix must include EALC 200 and one 300-level course.

BI-CO EALC FACULTY

CHINESE LANGUAGE FACULTY

AT HAVERFORD

Shizhe Huang

C.V. Starr Professor of Asian Studies; Associate Professor of Chinese and Linguistics; Director of the Chinese Language Program

Tsung Tsai

Drill Instructor, Chinese Language Program

AT BRYN MAWR

Changchun Zhang

Instructor, Associate Director of the Chinese Language Program

Tz'u Chiang

Senior Lecturer, Chinese Language Program

JAPANESE LANGUAGE FACULTY

AT HAVERFORD

Tetsuya Sato

Senior Lecturer and Director of the Japanese Language Program

Kimiko Suzuki Benjamin

Instructor, Japanese Language Program

Minako Kobayashi

Japanese Drill Instructor

FACULTY IN HISTORY, LITERATURE, AND CULTURE AT HAVERFORD

Hank Glassman

Associate Professor of East Asian Languages and Cultures, Departmental Co-chair (Premodern Japanese History and Culture, East Asian Religions)

Paul Jakov Smith

John R. Coleman Professor of Social Sciences, Professor of History (History of China, East Asia, and the Global Order)

Erin Schoneveld

Assistant Professor of East Asian Languages and Cultures (Japanese Art History, Literature, Visual Culture, and Film)

AT BRYN MAWR

Yonglin Jiang

Associate Professor of East Asian Languages and Cultures, Departmental Co-chair (History of Chinese Law, Environment, and Human Rights)

Shiamin Kwa

Assistant Professor of East Asian Languages and Cultures on the Jye Chu Lectureship in Chinese Studies (Chinese Literature, Culture, and Film)

COURSES AT HAVEVERFORD

EALCH120A001 CHINESE PERSPECTIVES ON THE INDIVIDUAL AND SOCIETY

Paul J Smith

A survey of philosophical, literary, legal, and autobiographical sources on Chinese notions of the individual in traditional and modern China. Particular emphasis is placed on identifying how ideal and actual relationships between the individual and society vary across class and gender and over time. Special attention will be paid to the early 20th century, when Western ideas about the individual begin to penetrate Chinese literature and political discourse.; Cross-listed in History; Social Science (SO)

EALCH132A001 JAPANESE CIVILIZATION

Erin Schoneveld

A broad chronological survey of Japanese culture and society from the earliest times to the present, with special reference to such topics as belief, family, language, the arts, and sociopolitical organization. Readings include primary sources

in English translation and secondary studies.; Humanities (HU)

EALCH200B001 MAJOR SEMINAR: APPROACHES TO THE STUDY OF EAST ASIAN CULTURES

Hank Glassman

This course introduces current and prospective majors and minors to ways of studying East Asian cultures. It employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography and the formulation of research topics and approaches. It culminates in a substantial research essay. Required of East Asian Languages and Cultures majors and minors, but open to others by permission. The course should usually be taken in the spring semester of the sophomore year. This course satisfies the EALC departmental writing requirement.; Cross-listed: East Asian Languages and Cultures, History; Prerequisite: Required of EAST majors and minors; open to HIST majors and other interested students.; Social Science (SO)

EALCH201A001 INTRODUCTION TO BUDDHISM

Hank Glassman

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion.; Cross-listed: East Asian Languages and Cultures, Religion; Humanities (HU)

EALCH219B001 MODERN AND CONTEMPORARY EAST ASIAN ART AND VISUAL CULTURE

Erin Schoneveld

This course examines the development of modern and contemporary art and visual culture in China, Japan and Korea from the early twentieth century to the present day, with a focus on photography, sculpture, painting, film, propaganda, and performance art.; Humanities (HU)

EALCH230A001 POSTWAR JAPANESE CINEMA

Erin Schoneveld

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu YasujirÅ_, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period.; Humanities (HU)

EALCH231A001 PRE-MODERN JAPANESE LITERATURE

Hank Glassman

Humanities (HU)

EALCH247B001 DEATH AND THE AFTERLIFE IN EAST ASIAN RELIGIONS

Hank Glassman

Humanities (HU)

EALCH256A001 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY

Hank Glassman

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam.; Cross-listed in History and Religion; Humanities (HU)

EALCH263B001 THE CHINESE REVOLUTION

Paul J Smith

Places the causes and consequences of the Communist Revolution of 1949 in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.; Cross-listed: History, East Asian Languages and Cultures; Social Science (SO)

EALCH299B001 MODERN AND CONTEMPORARY JAPANESE LITERATURE AND FILM

Erin Schoneveld

Humanities (HU)

EALCH310B001 SEX AND GENDER IN JAPANESE BUDDHISM

Hank Glassman

In this seminar we will examine the intersection of religion & gender in Japanese literature from the 8th to the 16th centuries. The course assumes no prior academic experience in gender, literature, religion, or Japanese culture. It does require openness, curiosity, and a willingness to talk and listen.; Cross-listed: East Asian Languages and Cultures, Religion; Humanities (HU)

EALCH335B001 JAPANESE MODERNISM ACROSS MEDIA

Erin Schoneveld

This curatorial seminar examines the technological shifts and cultural transformations that have shaped Japanese artistic production and

practice from the early 20th-century through the present day. Readings from pre-modern through contemporary sources, film screenings, and museum field trips, will be included.; Prerequisite: Sophomore standing or higher.; Humanities (HU)

EALCH347A001 QUAKERS IN EAST ASIA

Paul J. Smith

The principal goal of this research seminar is to explore Haverford's rich Quaker archive as a source of first-hand information about East Asia from the late 19th through the mid-20th century. We will collectively survey the major documentary holdings, supplemented by material in the American Friends Service Committee archives, as a prelude to your individual research projects on aspects of the Friends' educational, social, medical, and evangelical missions in China and Japan and what they tell us about East-West relations in an era of imperialism and war.; Cross-listed in History; Prerequisite: Upper-class standing. Open to HIST and EAST majors, and others with permission of the instructor.; Social Science (SO)

COURSES AT BRYN MAWR

EALC B110001 INTRO CHINESE LITERATURE

Shiamin Kwa

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. Taught in English.

EALCB131 CHINESE CIVILIZATION

Yonglin Jiang

EALC225 100 YEARS OF CHINESE FICTION

Shiamin Kwa

This is a topics course. Course content varies.; Current topic description: The course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film *As Tears Go By* and ending with the 2013 film *The Grandmaster*. Some topics that will be discussed include translation; brotherhoods, violence and criminality; nostalgia; the use of music; dystopia; translingualism; post-colonialism; and post-humanism.

EALCB270001 TOPICS IN CHINESE HISTORY-

HISTORY OF THE SILK ROAD

Fangyi Cheng

This is a topics course, course content varies.; Current topic description: This course takes an interdisciplinary approach to the study of Silk Road with a focus on the different cultures and peoples shaping its history. Rather than attempting another comprehensive survey, as multiple scholars have done, we will trace the lost cities along the ancient Silk Road, and focus on examining the stories told by travelers (traders, merchants, pilgrims, soldiers, nomads, etc.), and the decoding the messages delivered by excavated artifacts. We will pay special attention to marginalized cultures and underrepresented historical actors, such as non-elite individuals and women. This course will initially utilize both visual and textual sources and discussions, and then students will help choose the paths we explore as individual short papers are developed. Short papers will base on provided readings, and may relate to any specific topics covered in class. All materials are in English.

EALCB352 CHINAS' ENVIRONMENT

Yonglin Jiang

EALC398 SENIOR CONFERENCE

Faculty

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission. Haverford: Humanities (HU)
Chinese Language Courses

CNSEH001A001 INTENSIVE FIRST-YEAR CHINESE

Changchun Zhang

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice, plus individual conference. This is a year-long course, both semesters are required for credit.; Humanities (HU)

CNSEH101A001 THIRD-YEAR CHINESE

Changchun Zhang

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama

and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio and videotapes of drama and films are used as study aids.; Prerequisite: Second-Year Chinese or permission of instructor.; Humanities (HU)

CNSEH201A001 ADVANCED CHINESE: LANGUAGE IN CHINESE CULTURE AND SOCIETY

Shizhe Huang

Development of language ability in the areas of modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works.; Prerequisite: Third-year Chinese or permission of instructor.; Humanities (HU)

CNSEH202B001 ADVANCED CHINESE: FOOD IN CHINESE CULTURE

Shizhe Huang

Development of language ability in the areas of modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works.; Prerequisite: First semester of fourth year Chinese or consent of the instructor.; Humanities (HU)

Japanese Language Courses

JNSEH001A001 FIRST-YEAR JAPANESE (INTENSIVE)

Tetsuya Sato

An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. Six hours per week of lecture and oral practice. This is a year-long course; both semesters (001 and 002) are required for credit. Students must choose one Drill Session.; Humanities (HU)

JNSEH003A001 SECOND-YEAR JAPANESE

Kimiko Benjamin, Minako Kobayashi

A continuation of first-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. Five hours per week of lecture and oral practice. This is not a year-long course. Students must choose one Drill Session.; Prerequisite: First-Year Japanese or equivalent.; Humanities (HU)

JNSEH101A001 THIRD-YEAR JAPANESE

Tetsuya Sato

A continuation of language study with further development of oral proficiency. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Three hours of class, one hour of oral practice. Plus 1 hour of drill session.; Prerequisite: Second-Year Japanese or equivalent and consent of the instructor.; Humanities (HU)

JNSEH201A001 ADVANCED JAPANESE I

Kimiko Benjamin

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores variety of genres and text types using authentic materials.; Prerequisite: Third-Year Japanese or equivalent and consent of the instructor.; Humanities (HU)

ECONOMICS

haverford.edu/economics

Economics consists of a variety of theoretical approaches to understanding human behavior, social interactions, and economic performance, and a set of powerful methodological tools that can be used to test competing theories empirically. The economics curriculum at Haverford offers introductory and upper level courses both in theory and empirical methods, as well as numerous electives on a broad range of economic topics. Students with a wide range of interests— financial markets, the environment, politics and public policy, less-developed countries, income distribution and equity, the law, and international trade, to name just a few—will find much that is useful and stimulating by studying economics. One or two economics courses can be an important part of the liberal education of any college student, and students with a diverse set of interests find the economics major to be an engaging and rewarding course of study.

The learning goals of the department are for students to:

- achieve competency in the building blocks of economic theory
- learn to think like economists
- achieve competency in statistics and econometrics
- communicate as economists
- develop and execute an original economics research project.

CURRICULUM

The introductory courses, Economics 105 or 106, introduce at an elementary level the building blocks of microeconomic theory, the study of the behavior of individuals and firms and how they interact in markets for goods, services, labor, and assets, and macroeconomic theory, the study of the behavior of aggregate economic variables, such as GNP, the inflation rate, the unemployment rate, the interest rate, and the budget deficit, and how they relate at the economy-wide level. This course provides an overview of economics and a strong foundation

for more advanced work in economics. The intermediate (200-level) courses offer material on many different economic topics. These courses require Economics 105 or 106 as a prerequisite, and are designed to be useful to non-majors as well as minors and majors. They encompass such diverse subjects as Environmental Economics, MicroFinance, Law and Economics, Women in the Labor Market, Crises, Economic Development of China and India, and Game Theory.

Methods courses, which include Economics 203 (Statistical Methods in Economics) or Economics 204 (Economic Statistics with Calculus) followed by Economics 304 (Introduction to Econometrics), give students the necessary methodological training to understand empirical research described in contemporary economics articles and to conduct their own original research.

Advanced theory courses, Economics 300, Intermediate Microeconomic Theory, and Economics 302, Intermediate macroeconomics Theory, follow up on the introductory theory course but offer more in-depth and mathematical treatments of these theoretical concepts, which are the building blocks for modern economic thought and research.

The advanced (300-level) elective courses involve a more technically sophisticated approach to analyzing a variety of economic issues. These topics courses include such diverse areas as Behavioral Economics, Resource Economics, International Trade, and Economics of Uncertainty. These advanced topics courses normally require some combination of Economics 203, 300, 302, and 304 as prerequisites, and they are designed primarily for economics minors and majors and those who expect to make use of economics in their professional careers. In most of these courses, a substantial paper is an important part of the requirement.

MAJOR REQUIREMENTS

- Math 118 or the equivalent of two semesters of college calculus

Majors must complete this requirement by the end of sophomore year.

- Economics 105 or 106; Economics 203 or 204, and Economics 300, 302, and 304

Majors are advised to take 105 or 106, 203 or 204, and one of the intermediate theory course by the end of their sophomore year. Majors must complete both intermediate theory courses by the end of junior year and Economics 304 by the end of fall semester of senior year.

- Economics 396, a year-long two-semester Senior Research Seminar.

During the first semester majors participate in a group seminar in which students learn salient research skills, listen to and critique work of guest economics speakers, and develop their own research questions; during the second semester students conduct original and independent economics research under the guidance of an economics faculty member.

- Four other semester courses above the 100 level

Two of these electives must be at the 300 level. One 300 level course must be a Junior Research Seminar, a set of courses designed to develop the student's research skills through exploring topical cutting-edge research and developing proposals for related original projects.

OTHER INFORMATION ABOUT THE MAJOR

Students may count most courses in the Bryn Mawr economics department toward the Haverford economics minor and major (with the exception of courses at the 100 level, excluding Economics 105). Some courses have different numbering across the campuses, in particular the Haverford courses: Econ 203/304 (Econ 257 at Bryn Mawr), Economics 300 (Economics 200 at Bryn Mawr), and Economics 302 (Economics 202 at Bryn Mawr). The two economics departments plan their course schedules jointly so that they can offer the maximum variety of economics courses across the two campuses. In order to count a course toward the major or minor requirements, the student must earn a grade of 2.0 or higher.

Students who plan to apply to graduate programs in public policy or business should take additional math courses through at least Mathematics 121 (Multivariable Calculus III) and at least one

computer science course. Similarly, students who are planning to apply to Ph.D. programs in economics should take mathematics through at least Mathematics 215 (Linear Algebra) and Mathematics 317 (Analysis I). Economics majors also have the option to pursue a concentration in mathematical economics, which is described under its own heading in this catalog (see page 212).

MINOR REQUIREMENTS

- Economics 105 or 106
- Economics 203 or 204
- Economics 300 or 302
- Three other Economics courses at the 200 and/or 300 levels.

REQUIREMENTS FOR HONORS

The department invites economics majors whose grade point average in economics courses at Haverford, Bryn Mawr, or Swarthmore at the beginning of the second semester of the senior year is 3.60 or higher to become a candidate for the degree with honors in economics. The faculty awards honors or high honors on the basis of a student's performance in all economics courses, including those in the second semester of senior year and in an oral examination by department faculty focused on the student's senior thesis.

FACULTY

Anne Preston

Chair and Professor

Richard Ball (*on leave 2015-16*)

Associate Professor

Carola Binder

Assistant Professor

Neal Grabell

Visiting Professor

Saleha Jilani

Assistant Professor

Vladimir Kontorovich (*on leave 2015-16*)

Professor

Tim Lambie-Hanson

Visiting Assistant Professor

Shannon Mudd

MI3 Director and Assistant Professor

David Owens (on leave 2015-16)

Assistant Professor

Giri Parameswaran

Assistant Professor

Matthew Incatalupo

Visiting Instructor

Steven Smith

Post-Doctoral Fellow in Economics and Environmental Studies

COURSES

ECONH105A001 INTRODUCTION TO ECONOMICS

Saleha Jilani

An introduction to microeconomic topics --opportunity cost, supply and demand, consumer decision making, the theory of the firm, market structures, and efficiency and market failure--and macroeconomic topics --the determination of GDP, money and interest rates, unemployment and inflation, and fiscal and monetary policy. Because ECON105 requires graphical and algebraic competency, students are strongly encouraged to take a college-level calculus course either before or concurrently with this course.; Social Science (SO)

ECONH106A001 INTRODUCTION TO ECONOMICS WITH CALCULUS

Giridhar Parameswaran

An introduction to microeconomic topics --opportunity cost, supply and demand, consumer decision making, the theory of the firm, market structures, and efficiency and market failure--and macroeconomic topics --the determination of GDP, money and interest rates, unemployment and inflation, and fiscal and monetary policy. This section of Intro to Economics is intended to be more mathematical in its treatment of the material than ECON105. Therefore, prior mathematical knowledge is a prerequisite for this course.; Corequisite: MATH118; Social Science (SO)

ECONH203A001 STATISTICAL METHODS IN ECONOMICS

Richard Ball

Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. Three class hours and two lab hours. Fulfils Quantitative Requirement.; Prerequisite: ECON105 or 106; Social Science (SO); Quantitative (QU)

ECONH204B001 ECONOMIC STATISTICS WITH CALCULUS

Richard Ball

An introductory course in statistics aimed primarily at students in economics and other social sciences. The course develops the theoretical groundwork of statistical inference and investigates the application of theoretical principles and methods to real data. Three hours of class plus two hours of lab per week.; Prerequisite: MATH114 or equivalent background in Integral Calculus; Social Science (SO); Quantitative (QU)

ECONH206B001 MICROFINANCE: THEORY, PRACTICE AND CHALLENGES

Shannon B. Mudd

An exploration of microfinance as an alternative approach to meeting the financial needs of the poor and, ideally, to assist in their current and future well-being. The course will provide theoretical explanations for its methodology, evaluate empirical research into its impacts and debate important issues in its practice.; Social Science (SO)

ECONH209B001 LAW AND ECONOMICS

Vladimir Kontorovich

Why do rational people follow fixed rules (laws) instead of doing what is best for them in a specific situation? Can there be order without law? Should the government compensate people when it issues environmental and wildlife protection regulations which reduce the value of their property? The lady who burned herself with a cup of McDonalds coffee won several million dollars in compensation. Does that make sense? These and many other questions are addressed as we look at property law, contracts, and torts.; Prerequisite: ECON105 or 106.; Social Science (SO)

ECONH229A001 NEW INSTITUTIONAL ECONOMICS AND NATURAL RESOURCES*Steven Michael Smith*

Using the North American story of resource use, this course applies New Institutional Economics. When allocating scarce resources, institutions (property rights, laws, and norms) serve as constraints, but can evolve as circumstances change. This course addresses the how and why.; Prerequisites: ECON105 or ENVS101; Social Science (SO)

ECONH234A001 ENVIRONMENTAL ECONOMICS*Steven Michael Smith*

This course explores how economists approach and consider the environment. It is primarily the study of externalities. We will understand the ramifications and solutions of missing market-placing values upon elements not often traded.; Cross-listed in Economics; Social Science (SO)

ECONH237A001 GAMES AND STRATEGIES IN ECONOMICS*Richard Ball*

A survey of the major equilibrium concepts of non-cooperative game theory, with an emphasis on applications to economics and related fields.; Prerequisite: MATH113 with a grade of 2.7 or higher or equivalent preparation in Calculus.; Social Science (SO); Quantitative (QU)

ECONH240B001 ECONOMIC DEVELOPMENT AND TRANSFORMATION: CHINA VS. INDIA*Saleha Jilani*

This is a survey course on the economic development and recent transitional experience in China and India. The course will examine the economic structure and policies in the two countries, with a focus on comparing China and India's recent economic successes and failures and their past development policies and strategies. We will analyze the factors affecting the current reforms and transformation process in the two countries, from varying degrees of centrally planned communist/socialist economic systems, towards more decentralized reforming hybrid economies combining plan and market.; Prerequisite: ECON105 or 106.; Social Science (SO)

ECONH247A001 FINANCIAL AND MANAGERIAL ACCOUNTING*Neal Grabell*

An introduction to financial accounting concepts, financial reporting, and managerial accounting.

The course will address how accounting measures, records, and reports economic activities for business entities and how decision makers analyze, interpret, and use accounting information. Course may NOT be used in the economics major at Haverford.; Cross-listed in Independent College Programs; Social Science

ECONH249B001 THE SOVIET SYSTEM AND ITS DEMISE*Vladimir Kontorovich*

The Soviet system was inspired by some of the loftiest ideals of humanity. The entire society was redesigned so as to pursue common goals, rather than conflicting private objectives. The economy was run for people, not profits. The Soviet system is no more, but the ideas on which it was founded will probably always be with us. What does the largest social and economic experiment in history teach us? The course is 1/3 political science and 2/3 economics.; Cross-listed: Economics, Political Science, and Russian; Prerequisite: Two one-semester courses in ECON, POLS or HIST; Social Science (SO)

ECONH255A001 CRISES*Timothy Lambie-Hanson*

This course will study the many dimensions of the 2008 Financial Crisis, and the ensuing macroeconomic recession in much of the industrialized world, through a variety of different perspectives, involving economic history, the history of economic thought, and also modern macroeconomic theory.; Social Science (SO)

ECONH298A001 IMPACT INVESTING*Shannon B. Mudd*

Impact investing is investing to generate both a financial return and a positive social benefit. It supports firms seeking to address social, environmental and /or governance problems (ESG) in a sustainable way often within market activity. The focus of this course is to not only gain an understanding of the theory and practice of impact investing across its many components, but also to gain practical experience by assessing a particular set of potential impact investments, making formal presentations of findings to an investment committee leading to a recommendation for investment to a partnering foundation.; Cross-listed in Economics; Prerequisite: ECON105 or 106; Social Science (SO)

ECONH300A001 INTERMEDIATE MICROECONOMIC ANALYSIS

Vladimir Kontorovich

Microeconomic theory has developed around the analysis of Adam Smith's "invisible hand" conjecture. To test this conjecture, we model the behavior of economic actors (consumers and firms) and their interaction in different markets (for goods, capital and labor). These models allow us to investigate the conditions under which these markets work well, less well, or not at all. In the process, basic tools and concepts used in other areas of economics are developed. Many of the topics covered I Introductory Microeconomics (Economics 101) are studied more rigorously and in greater depth. New Topics, such as behavior under risk, insurance, and imperfect information, are introduced.; Prerequisite: ECON105 or 106, one other ECON course, and MATH114.; Social Science (SO)

ECONH302A001 INTERMEDIATE MACROECONOMIC ANALYSIS

Timothy Lambie-Hanson

Analysis of the behavior of aggregate economic variables such as GDP, inflation, unemployment, interest rates, and the budget and trade deficits. Structured around the development of a New Keynesian/Neoclassical general equilibrium model which relates the markets for goods, money, and labor. Specific topics include: determinants of the business cycle, effects of fiscal and monetary policies, supply shocks, inflationary expectations.; Social Science (SO)

ECONH304A001 INTRODUCTION TO ECONOMETRICS

Anne Preston

Development of econometric theory introduced in Economics 203. Includes topics such as ordinary least squares estimation, weighted least squares estimation, estimation of models with nonlinear forms, instrumental variables, and maximum likelihood estimation. Emphasis will be on application of econometric techniques to real economic and social policy issues such as the optimality of speed limit control, AIDS awareness and behavior modification, labor market discrimination, and worker productivity. Students will be expected to use data sets to evaluate policy issues and will be required to make a final presentation of findings in class.; Prerequisite: ECON203.; Social Science (SO)

ECONH306A001 ADVANCED CORPORATE FINANCE

Shannon B. Mudd

This course examines theories and practices of corporate finance and how they have informed each other in their development. The focus is on financing at the firm level. Topics include valuation and risk measures both at the level of individual securities and the level of firms, project analysis, cost of capital, capital budgeting, and financial statement analysis.; Prerequisite: ECON203 or 204 and ECON300.; Social Science (SO)

ECONH314A001 BEHAVIORAL ECONOMICS

David M. Owens

This course explores systematic departures of behavior from the predictions of neoclassical economic theory, and when possible, proposes alternative theories to explain this behavior.

The course will begin with a study of reference-dependent preferences, based on Kahneman and Tversky's seminal paper Prospect Theory. Further topics will include, but not be limited to, present-biased preferences, social preferences and behavioral finance. Students should be comfortable with microeconomic theory, and have some exposure to game theory. The course will have a heavy research component, and students should be prepared for critical reading of scholarly articles, and to write and present a research paper of their own.; Prerequisite: ECON300.; Social Science (SO)

ECONH334B001 NATURAL RESOURCE ECONOMICS

Steven Michael Smith

This course explores natural resources as an economic concept. Through mathematical and graphical analyses, we will study the value and allocation of renewable and non-renewable resources as well as concepts of sustainability and conservation.; Cross-listed: Economics, Environmental Studies; Prerequisite: ECON300; Social Science (SO)

ECONH344B001 INDUSTRIAL ORGANIZATION: THEORY AND APPLICATIONS

Timothy Lambie-Hanson

The course studies firm behavior in imperfect competition. We begin with monopoly behavior including multi-product monopolies, price discrimination, and vertical control before turning to strategic interaction between firms. Standard models of duopoly, collusion, product differentiation, and firm boundaries are covered.;

Prerequisite: ECON300 and MATH114; Social Science (SO)

ECONH347A001 ADVANCE MACROECONOMICS

Carola Binder

This course builds upon the theory introduced in intermediate macroeconomics, with emphasis on empirical research and tests of the effects of macroeconomic policy. Students will present a recent journal article to the class and will write policy briefs on current issues in macroeconomic policy.; Prerequisites: ECON203 or 204, ECON302. ECON304 is recommended.; Social Science (SO)

ECONH355B001 ADVANCED MICROECONOMICS: UNCERTAINTY

Giridhar Parameswaran

Using microeconomics we study theories of choice under uncertainty; risk aversion and applications to insurance and portfolio choice; equilibrium under uncertainty in asset markets; asymmetric information; applications to the design of incentives, contracts, contests, and auctions; common; understanding and coordination.; Prerequisites: MATH121, and at least one of ECON300 or MATH215. ECON204 or MATH203 is desirable.; Social Science (SO)

ECONH360A001 MATHEMATICAL ECONOMICS

Giridhar Parameswaran

A study of advanced mathematical tools used in economic analysis. Topics include eigenvalues and quadratic forms, differential equations, convex programming and dynamic programming. Applications to consumer theory, generalized linear regression, stability of equilibrium, and models of growth and search. Fulfils Mathematical Economics (MTEC) concentration.; Prerequisite: ECON300.; Social Science (SO)

ECONH371B001 JUNIOR RESEARCH SEMINAR: PSYCHOLOGICAL BIASES AND ECONOMIC DECISIONS

David M. Owens

A seminar-based course covering current research on the role of psychological biases in economic decision-making. The focus is on critical reading of recent work and developing students' own research.; Prerequisite: ECON300 and 304; Social Science (SO)

ECONH372A001 JUNIOR RESEARCH SEMINAR: ADVANCED INTERNATIONAL TRADE

Saleha Jilani

This advanced seminar-based course covers topics in international trade theory and policy, with an emphasis on current research topics and developments. Determinants of international trade and foreign investment will be analyzed, and we will examine the motivations for and consequences of tariffs and quantitative restrictions on trade. Topics will include dynamic comparative advantage, factor movements and multinational corporations, effects of trade on economic growth and income inequality, international trade policy negotiations, agreements and disputes, and economic integration.; Prerequisite: ECON300 and 304 or permission. MATH121 or 216 recommended.; Social Science (SO)

ECONH373B001 JUNIOR RESEARCH SEMINAR: LABOR IN THE DEVELOPING COUNTRIES

Carola Binder

This course reviews current academic research on the structure of labor markets in developing countries and how this structure impacts economic growth and poverty alleviation. Possible topics may include: the informal economy and how governments and micro-finance institutions might impact the informal economy; labor demand and hindrances to growth of the private sector; child labor; problems of youth unemployment; labor market segmentation; agricultural employment; urban-rural migration; the implications of demographic change and changing educational attainment of the labor force; and what one can learn by following individuals and their labor market outcomes over time.; Social Science (SO)

ECONH374A001 JR RESEARCH SEMINAR: TOPICS IN INDUSTRIAL ORGANIZATION

Timothy Lambie-Hanson

Industrial organization is the study of firm behavior in imperfect competition. This seminar introduces important empirical and theoretical work in this field. Major topics include monopoly behavior, adverse selection, oligopoly, market foreclosure, collusion, and the theory of the firm.; Prerequisites: ECON300 and MATH118.; Social Science (SO)

**ECONH377B001 JUNIOR RESEARCH SEMINAR:
POLITICAL ECONOMY**

Giridhar Parameswaran

The focus is on critical reading of seminal works and developing students own research skills. Topics include: models of elections and application of voting models to redistributive policies; legislative bargaining; interest groups/lobbying; dynamic models of fiscal policy, debt and more.; Cross-listed: Economics, Political Science; Prerequisite: ECON300, MATH114. MATH121 is desirable.; Social Science (SO)

**ECONH378A001 JUNIOR RESEARCH SEMINAR:
SPORTS AS AN ECONOMICS LABORATORY**

Anne Preston

A research seminar analyzing contemporary journal articles which use sports data to answer important economics questions in industrial organization, labor economics, game theory, and behavioral economics.; Prerequisite: ECON300 and 304; Social Science (SO)

ECONH396A001 RESEARCH SEMINAR

Saleha Jilani

Social Science (SO)

EDUCATION AND EDUCATIONAL STUDIES

(BI-CO)

brynmawr.edu/education

The field of education is about teaching people how to teach—and more. We have built the Bi-College (Bi-Co) Bryn Mawr-Haverford Education Program around four mutually informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as lifelong reflective educators, learners, researchers, leaders and change agents. Students in our courses select, blend, and emphasize these pursuits according to their passions and goals.

The program addresses students interested in:

- the theory, process and reform of education in the United States
- social justice, activism and working within and against systems of social reproduction
- future work as educators in schools, public or mental health, community or other settings
- examining and re-claiming their own learning and educational goals
- integrating field-based experiential knowledge and academic learning, in the classroom and beyond.

Focused on teaching and learning as social, political, and cultural activities, the Education program invites students to:

- explore the interdisciplinary field of educational studies
- begin the path of teacher preparation for traditional classrooms
- participate in teaching experiences in a range of classroom and extra-classroom settings
- explore the relationships among schooling, human development, and society
- gain knowledge and skills of educational theory and practice
- engage meaningfully and creatively with others and struggle in an ongoing way for justice

- facilitate innovative approaches to education while learning from scholars, personal experience, and learners themselves about the promise and problems of education in context.

Given that people of all ages learn through action and reflection, dialogue and silence, collaboration and struggle, faculty members strive to integrate the range of students' ways of learning, personal experiences, and cultural knowledge within the curriculum in order to enrich students' inquiries and equip them to do so with the learners they serve.

EXPERIENTIAL LEARNING

In keeping with the interactive philosophy of the program, each bi-college education course includes a field component. These placements, in schools and other educational settings, range from eight weekly two-hour visits in the introductory course to full-time student teaching in the certification program.

The Bi-Co Education Program offers several options. Haverford students may:

- explore one or more aspects of education in areas of particular interest—such as urban schooling—by enrolling in single courses
- pursue a minor in educational studies
- pursue a minor in education leading to secondary teacher certification
- complete the secondary teacher certification program after they graduate through the Post-Baccalaureate Teacher Education Program
- sub-matriculate as juniors or seniors into the University of Pennsylvania Graduate School of Education's elementary or secondary education master's program (less common)

We advise students that are interested in these options to meet with a program adviser as early as possible for advice on scheduling, preferably by the sophomore year.

MINOR REQUIREMENTS

Students follow one of two paths:

EDUCATIONAL STUDIES PATH

The Bi-Co minor in educational studies is an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning. Designed as a liberal arts experience that bridges field experiences with academic study, it draws students with a broad range of interests, such as plans for graduate study in education or other social sciences, pursuit of elementary or secondary certification after graduation, or careers in leadership, policy studies, and community development that require educational expertise. Many professions and pursuits—management and training positions, research, administration and policy work, and careers in social work, health, and law—involve an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in education-related pursuits major in different subject areas and have different aspirations, we encourage them to design a minor appropriate to their major area of study, their education interests and their anticipated futures.

REQUIREMENTS:

- EDUC 200 (Critical Issues in Education)
- Four education courses, at least two of which must be offered by Education Program or affiliated faculty (J. Cohen/A. Cook-Sather/H. Curl/V. Donnay/D. Flaks/A. Lesnick). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away)
- GSSWSR 675/EDUC 375: Making Space for Learning: Pedagogical Planning and Facilitation EDUC 301 (Curriculum and Pedagogy); or EDUC 311 (Field Work Seminar)

SECONDARY TEACHER CERTIFICATION PATH

Students considering a career in secondary education (grades 7–12) may complete a minor in education while meeting the requirements for a Pennsylvania secondary teacher certification. Our

program is accredited to prepare undergraduates and alumni for certification in: biology, chemistry, Earth and Space Sciences, English, mathematics, physics, social studies, and world languages, including French, Latin, and Spanish. Pursuit of certification in Chinese, German, and Russian is also possible, if the student can find a teaching placement. Students certified in a world language have K–12 certification.

REQUIREMENTS:

- EDUC 200 (Critical Issues in Education)
- PSYC 203 (Educational Psychology)
- EDUC 210 (Perspectives on Special Education)
- EDUC 275 (English Learners in U.S. Schools)
- EDUC 301 (Curriculum and Pedagogy)
- EDUC 302 (Practice Teaching Seminar)
- EDUC 303 (Practice Teaching) two credits for 12 weeks, full-time, in a local school
- two courses in English and two courses in math
- maintain a grade point average of 3.0 or higher
- pass a series of exams for beginning teachers

To qualify for a teaching certificate, students must also complete a major in the area in which they seek certification and often additional coursework in their certification area. (In the case of social studies, students must major in history, political science, economics, anthropology, sociology or growth and structure of cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area.

To be admitted to the student teaching phase of the certification program, students must have received positive evaluations from field mentors and be recommended by the Education Program as well as their major department.

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given the demanding teaching schedule of EDUC 303 during the spring of senior year, students are not able to take courses other than EDUC 302 and the senior seminar for their major.

Graduates may also complete the requirements for secondary teacher certification in a post-baccalaureate program.

TITLE II REPORTING

Title II of the High Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate on assessments as well as the state's pass rate, be available to the public on request. Students may request a report from Ann Brown at abrown@brynmawr.edu or (610) 526-5376.

FACULTY

Jody Cohen

Term Professor and Acting Director

Alison Cook-Sather

Professor

Heather Curl

Lecturer

Debbie Flaks

Lecturer

Alice Lesnick

Term Professor and Director

COURSES

EDUCH200A001 CRITICAL ISSUES IN EDUCATION

Heather D Curl

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. The first phase of the course invites students to recognize and question prevailing assumptions, their own and those of the broader society, about authority, the political nature of knowledge, and the purposes of schooling that shape education in America. The second phase analyzes components of the teaching and learning process. The third phase seeks to engage students in imagining and enacting, through the completion of collaborative teaching projects, possibilities for reform and reinvention. Two hours a week of fieldwork are required.; Social Science (SO)

EDUCH208A001 HIGHER EDUCATION AND THE LIBERAL ARTS: MISSION STRUCTURE AND TRENDS

Kimberly E. Cassidy

This course will examine the distinct roles of residential liberal arts colleges in the United States, the current structure and practices of liberal arts colleges, and the future of this type of undergraduate education in the United States.; Cross-listed in Independent College Programs; Social Science (SO)

EDUCH266B001 SCHOOLS IN AMERICAN CITIES

Heather D Curl

EDUCH270A001 MEASURING EDUCATION

Matthew McKeever

This course explores contemporary political movements to measure learning outcomes in educational institutions. It covers such topics as NCLB legislation, standardized testing for college admissions, assessment of college education, and development of online learning tools.; Cross-listed in Sociology; Social Science (SO)

EDUCH275A001 ENGLISH LEARNERS IN U.S. SCHOOLS: POLICIES AND PRACTICES

Heather D Curl

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course (weekly fieldwork in a school or other educational setting); Social Science (SO)

EDUCH301A001 CURRICULUM AND PEDAGOGY SEMINAR

Heather D Curl

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required.; Social Science (SO)

EDUCH302B001 PRACTICE TEACHING SEMINAR

Heather D Curl

Drawing on participants diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open

only to students engaged in practice teaching;
Social Science (SO)

EDUCH311B001 FIELD WORK SEMINAR

Heather D Curl

Taught at Haverford. Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five hours of fieldwork are required per week.; Prerequisite: Open only to those minoring in Educational Studies; Social Science (SO)

EDUCH360B001 LEARNING-TEACHING A FOREIGN LANGUAGE

Ana Lopez Sanchez

This course is designed for the advanced student of Spanish, who is interested in the processes involved in learning a foreign language, and/or contemplating teaching it.; Cross-listed: Spanish, Education; Prerequisite: A 200 level course, or consent of the instructor; Humanities (HU)

ENGINEERING

haverford.edu/engineering

While Haverford does not offer a formal engineering degree program, Many of our graduates have pursued successful and interesting careers in various engineering disciplines. Our partnerships with the University of Pennsylvania and Caltech offer robust—and unique—opportunities.

4+1 ENGINEERING PROGRAM WITH THE UNIVERSITY OF PENNSYLVANIA

Study for four years at Haverford, then one year at Penn, and receive a Bachelor's of Science from Haverford and a Master's in Engineering from Penn. Haverford is the first liberal arts college in the world to enter into such an agreement with an Ivy League engineering program.

During your four years at Haverford, you will take between zero and four undergraduate engineering courses (depending on your field of interest) through our course exchange agreements with Penn and Swarthmore. Typically, you will start taking these during your sophomore year, but it is essential to begin taking appropriate science and math courses at Haverford in the first semester of your freshman year. Please consult with the Haverford faculty contact for the Master's degree(s) that interest you most (see below).

You will formally apply to the 4+1 program any time between the end of your sophomore year and mid-summer after your junior year; a GPA of 3.0 in all courses and of 3.0 in science and math courses is required to apply. The admissions decision is based on your transcript and letters of recommendation from one or more Haverford faculty members. Once accepted, and after completing any prerequisite undergraduate engineering and science courses, you will take three graduate engineering courses at Penn while still enrolled at Haverford. (There is no additional financial charge for these courses.) During your four years at Haverford, you will also complete all graduation requirements, including the major. You graduate from Haverford at the normal time, along with your class.

The fifth year of the program is spent entirely at Penn. You will take seven additional graduate courses to complete the requirements for the Master's degree. There is no financial aid available from Penn for the fifth year of the program, though you are eligible for federal student loans.

Interested students should consult their advisor and the College's advisor for the 4+1 program (Prof. Walter Smith) as early as possible.

3/2 ENGINEERING PROGRAM WITH THE CALIFORNIA INSTITUTE OF TECHNOLOGY

Haverford College and the California Institute of Technology (CalTech) have a joint program under which a student who is interested in engineering may, in the first semester of his/her junior year, apply for transfer to an engineering program at CalTech. If accepted in the program, then at the end of five years (three at Haverford, two at CalTech), the student will be awarded a Bachelor of Arts or Bachelor of Science degree by Haverford and a Bachelor of Engineering Degree by CalTech. For each engineering discipline, there is a required set of courses to be taken at Haverford during the first three years of the program. Interested students should consult their advisor and the College's advisor for the 3/2 program (Prof. Walter Smith) about the proper course selection; this consultation should occur as early as possible. A cumulative grade point average of 3.5 is generally expected for this program.

MASTER'S DEGREE AFTER STUDY AT HAVERFORD

For many students interested in engineering, the best option is to spend the full four years at Haverford, taking two or three engineering courses through our course exchange agreements with Swarthmore and the University of Pennsylvania, then to apply for a Master's or Ph.D. program elsewhere.

The Master's takes 1.5-2 additional years to complete, while the Ph.D. takes 4-6 years. Students planning for this option should contact the Engineering Coordinator, Prof. Walter Smith (wsmith@haverford.edu), as early as possible during their time at Haverford.

For more information about these programs, see
the Degree Partnership Program listings on page
37.

Archived

ENGLISH

haverford.edu/english

The English department offers courses in the literary traditions of the English-speaking world.

The department aims to develop in its students:

- the ability to respond to texts thoughtfully and critically, and to articulate those responses in clear and fluent English.
- cultural and media literacy by introducing the range of literary traditions, broadly conceived, in the English language, and to familiarize them with major or defining instances of filmic, performative and visual texts.

Our courses provide opportunities to

- cultivate particular and deep understanding of specific periods, genres, authors, movements, and aesthetic or analytically significant issues.
- grow into discerning and careful readers responsive to formal, stylistic, and thematic elements of texts, and capable of understanding them as responses to the cultural contexts in which they emerge.
- develop an interdisciplinary approach to reading literature that crosses borders and makes interesting connections with material and methods in other disciplines and cultures.

This discipline prepares interested students for postgraduate work in English and other subjects as well as and careers in publishing, international business, government and policy, education, healthcare, and more. Our students have been recipients of many prestigious awards, including Fulbright Fellowships and a Rhodes Scholarship, and graduates have gone on to highly selective graduate schools and law schools. Many of our graduates have served in the Peace Corps or AmeriCorps and pursue careers in service and social justice.

English majors who plan to do post-graduate work should know that doctoral programs require a reading knowledge of one or two foreign languages.

CURRICULUM

In our curriculum we seek to maintain a working balance between:

- the traditional canon of British and American literature
- African American literature, Asian American literature, Postcolonial literature, South African literature, Irish literature, gender and sexuality studies
- courses inflected by particular theoretical foci, such as performance theory, queer theory, post-colonial theory, trauma theory, media and visual studies, and environmental studies.

Students may count courses in English taken at Bryn Mawr toward the Haverford English major. Students with interest and ability in creative writing may receive major credit for one semester of course-work in such writing. Students who submit a portfolio of work, no later than the end of first term of their junior year, may be admitted to the creative writing concentration (see below). Up-to-date information about the English department's activities and courses, including extended course descriptions and syllabi, is available at haverford.edu/eng.

MAJOR REQUIREMENTS

- ENGL 298 and 299, the two-semester Junior Seminar in English
- ENGL 399 a and b (Senior Conference)
- a minimum of seven additional courses, including courses across the spectrum of the department's offerings evincing the richness of an archive drawn from British, American and World Anglophone literature. At least two courses must be in literature written before 1800, and two courses must be at the 300-level.

Admission to the major requires completion of two courses at the 200 level by the end of the sophomore year; one of these must be an “introductory emphasis” course (selected from a list issued each semester). Students may take ENGL 150 in place of one “introductory emphasis” course.

The department gives major credit for a semester course in a foreign literature in the original language or for the Introduction to Comparative Literature (COML 200). The department awards no more than four major credits for work done beyond the Tri-College community, whether abroad or in the U.S.

Final evaluation of the major program centers on written work and oral examinations conducted in the context of the work for ENGL 399.

SENIOR CONFERENCE

For their senior projects, students work closely with a faculty consultant over the course of the year in the research and writing of a 25–30-page essay. Recent projects have ranged from “Reading the Construction and Performance of Gender Theory in Margaret Fuller’s *Woman in the 19th Century*,” “Charles Mee’s redefinition of Authorship in *Big Love*,” and “The Poetics of Cultural Unity in Chaucer’s *Canterbury Tales*” to “Unearthing Memories in the Landscape: Seeing, Dreaming, and Digging in William Least Heat-Moon’s *PrairyErth*.” Students regularly submit their senior projects as the writing sample for graduate school applications, and several have had revised versions of their theses accepted by peer-reviewed journals.

CREATIVE WRITING CONCENTRATION

The Creative Writing Concentration entails:

- two courses in creative writing (only one of which is counted toward the major)
- writing a senior thesis composed of an original creative text (usually poetry, fiction or drama) and a rigorous critical introduction.

Students interested in completing the Concentration apply for acceptance in the spring semester of their junior year, by submitting a portfolio of creative work to the department chair. The departmental Concentration Committee reads each portfolio closely, and, if it feels the work suggests a readiness to generate a substantial literary project, will grant its author admission to the concentration.

REQUIREMENTS FOR HONORS

The department awards honors in English on the basis of performance in coursework within the Tri-College departments, the senior essay and the oral examination conducted at the end of the senior year. The department reserves high honors for distinguished achievement in all three of these areas.

FACULTY

Laura McGrane

Chair and Associate Professor

C. Stephen Finley

Professor

Maud McInerney

Associate Professor

Rajeswari Mohan

Associate Professor

Lindsay Reckson (on leave Spring 2016)

Assistant Professor

Debora Sherman

Assistant Professor and Director of College Writing

Asali Solomon

Assistant Professor

Gustavus Stadler (on leave 2015-16)

Associate Professor

Christina Zwarg

Associate Professor

Thomas Devaney

Visiting Assistant Professor

Kristen Mills

Visiting Assistant Professor and Mellon Post-Doctoral Fellow

Benjamin Parris

Visiting Assistant Professor

Jaclyn Pryor

Visiting Assistant Professor

COURSES**ENGLH150A001 INTRODUCTION TO LITERARY ANALYSIS***Laura McGrane*

Intended like other sections of the Writing Program to advance students' critical reading and analytical writing skills, this course is geared specifically towards introducing students to the discipline that studies the literary traditions of the English language. One of its aims is to explore the broad range of thematic interests inherent in these traditions, sharing as they do common roots in the history of our language and its influences. The powers and limits of language; ideas of character and community, and the relation between person and place; heroic endeavor and the mystery of evil; loss and renovation these are among the themes to be tracked through various strategies of literary representation and interpretation in a variety of genres (epic, narrative, and poetry) and modes (realism, allegory, and romance), and across a range of historical periods. Our goal is to develop the vocabulary, skills, and knowledge necessary to understand not only how we decide what literary texts mean, but also how literary texts generate and contemplate meaning. Fulfills Freshman Writing Requirement.; Cross-listed in Writing Program; Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing; Humanities (HU)

ENGLH200A001 LITERATURE, POPULAR CULTURE, AND THE AMERICAN LEFT*Gustavus Stadler*

A study of how writers, cultural critics, filmmakers, and musicians of the 20th-century US left envisioned the relationship between art and politics in a mass-mediated culture, including attention to work by major theoreticians of the "popular."; Prerequisites: Freshman Writing; Humanities (HU)

ENGLH205A001 LEGENDS OF ARTHUR*Staff*

An exploration of the Arthurian legend, from its earliest versions to most recent retellings. The tradition of Arthurian tales is complex and various, combining Celtic and Christian mythologies. Sometimes called the "matter of Britain" the Arthurian narrative has been critical in establishing national and ethnic identities ever since the Middle Ages. Medival notions of chivalry and courtly love also raise fascinating

questions about the conflict between personal and private morality, and about the construction of both identity and gender.; Humanities (HU)

ENGLH207A001 CRUISING HOME: QUEER KINSHIP IN THEORY AND PRACTICE*Jaclyn Pryor*

In this course, we will explore historical and contemporary questions of kinship as they intersect with lesbian, gay, bisexual, transgender, two-spirit, and queer practices of building home, community, and social movements. Considering kinship as both site of violence and liberation, our texts will include political theory; literary texts—including novels, plays, poetry, and memoirs; and popular and experimental films and videos.; Humanities (HU)

ENGLH210A001 READING POETRY*Steve Finley*

Introduction to the most common types of poetry in English: narrative, dramatic, lyric. The working approach is that of close reading, often word by word, in order to investigate the poetic uses of rhythm and pattern; of sound and music; of appeals to the senses; of allusion to history, art, other literature; of connotation and denotation; and of metaphor.; Humanities (HU)

ENGLH211B001 INTRODUCTION TO POSTCOLONIAL LITERATURE*Rajeswari Mohan*

An introductory survey of English literature from regions that used to be part of the British Empire, focusing on topics such as the representation of first contact, the influence of western education and the English language, the effects of colonial violence, displacement, migration, and exile; we will focus specifically on the aesthetic strategies that have come to be associated with this body of literature. This course satisfies the Introductory Emphasis Requirement for the major.;

ENGLH212B001 THE BIBLE AND LITERATURE*Steve Finley*

A study of the Bible and its diverse genres, including legendary history, law, chronicle, psalm, love-song and dirge, prophecy, gospel, epistle, and eschatology. This study is accompanied by an extremely various collection of literary material, drawn from traditional and contemporary sources, and from several languages (including Hebrew), in order to illustrate the continued life of Biblical narrative and poetry.; Humanities(HU)

ENGLH215A001 REALISM, RACE, AND PHOTOGRAPHY

Lindsay V. Reckson

This course examines American literary realism and turn-of-the-century photography as complementary and sometimes competing practices, with a focus on their complex role in the imaging and imagining of racial identity. Fulfills ACNC concentration requirement.; Prerequisites: Freshman Writing; Humanities (HU)

ENGLH236B001 LITERATURE AND LAW: VIOLENCE, MEMORY, AND REPAIR

Kelly M. Rich

This course will explore the complex relationship between literature and law, and how each represents and responds to violence and its aftermath, in terms of memory and repair. Readings include novels, short stories, poetry, non-fiction, criticism, legal theory, court cases.; Cross-listed: Peace, Justice and Human Rights, English; Prerequisite: Any PJHR, ENGL, or Writing course.; Humanities (HU)

ENGLH253B001 ENGLISH POETRY FROM TENNYSON TO ELIOT

Steve Finley

ENGLH257A001 BRITISH TOPOGRAPHIES 1790-1914

Steve Finley

Humanities (HU)

ENGLH262A001 THE AMERICAN MODERNS

Lindsay V. Reckson

Selected readings in poetry, fiction, and/or drama. Readings include Pound, Eliot, Hemingway, Fitzgerald, Faulkner, Barnes, West, Stevens, Toomer, Williams, Crane, Warren, and Kerouac.; Humanities (HU)

ENGLH265B001 AFRICAN AMERICAN LITERATURE: SATIRE IN THE BLACK TRADITION

Asali Solomon

This course is an exploration of African American satire, focusing on fiction. While continually developing and refining our definition of satire, we will situate satire by black artists in a broader American tradition.; Humanities (HU)

ENGLH270B001 PORTRAITS IN BLACK: THE INFLUENCE OF AN EMERGENT AFRICAN-AMERICAN CULTURE

Christina Zwarg

Tools of literary history used to examine the influence of African-American culture in the

United States. Focus on the literary events of the nineteenth and early twentieth century. Emphasis on the authority of African-American culture for U.S. fictions of democracy.; Humanities (HU)

ENGLH272B001 INTRODUCTION TO FILM: FORM, HISTORY, THEORY

Nimisha Ladha

This course aims to provide a comprehensive introduction to film. Structurally, it will trace film's historical trajectory beginning with its invention as a technology, a look at early cinema as well as an exploration of film's prototypes. The course concludes with an exploration of film's reinvention as an apparatus in the age of digital filmmaking, a reinvention augured by contestations to the studio in avant-garde and experimental film forms.; Humanities (HU)

ENGLH274A001 MODERN IRISH LITERATURE

Debora Sherman

Irish literature from Swift to O'Brien and Heaney. The course considers this literature as the politically articulate inscription of complex and multiple intersections of history, class and culture. Throughout the course, Irish history, particularly the Famine, (re)appears as an episode of trauma, historical memory and literary investment.

ENGLH276A001 LITERATURE AND POLITICS OF SOUTH AFRICAN APARTHEID

Laura McGrane

This course explores the history and historiography of South African apartheid from its inception in 1948 to its democratic overthrow in 1994. We will consider the interplay between complex definitions of race, gender, nation and difference in novels, plays, and poetry written during the apartheid years. We will also discuss the tension between an ethics and aesthetics of literary production in a time of political oppression. What would it mean for one to write an apolitical text in a cultural space rife with racial and social tensions? Authors will include Nadine Gordimer, Alan Paton, J.M. Coetzee, Bessie Head, and Alex La Guma.; Humanities (HU)

ENGLH291A001 POETRY WRITING: A PRACTICAL WORKSHOP

Thomas Devaney

Students will write a poem a week, usually following an assignment that focuses on a particular strategy or form, from dramatic monologues to prose poems to sonnets. Students

will present their work for discussion and friendly critique by the workshop, and will be encouraged to revise their work over the semester. There will be some in-class writing exercises but most writing will be done outside of class. Light reading assignments will include modern and contemporary as well as older poetry. There will also be a mini-session on the business of poetry.; Prerequisite: Writing sample required for consideration. Submit Writing Sample to Department of English, in Woodside Cottage by 05/31 at the latest.; Humanities (HU)

ENGLH292B001 POETRY WRITING II- CONTEMPORARY VOICES

Thomas Devaney

English 292 is an advanced creative writing workshop focusing on poetry. Student work is the focus along with analysis of selected readings. Students will write poems each week (using a modeling method) and respond to the selected readings. Students are required to keep an online journal. A final portfolio of revised work is required.; Prerequisite: Writing sample required for consideration. Submit writing sample to the Department of English in Woodside Cottage.; Humanities (HU)

ENGLH293A001 FICTION WRITING: FROM THE CONVENTIONAL TO THE EXPERIMENTAL

Asali Solomon

This course is an introduction to the techniques and strategies of fiction writing, with particular emphasis on the short story. Weekly reading assignments will include both anthologized stories and student-generated ones.; Prerequisite: Writing Sample Required. Submit sample tp the Department of English in Woodside Cottage by May 20th at the latest.; Humanities (HU)

ENGLH294B001 FICTION WRITING

Asali Solomon

An Advanced Fiction Workshop focusing on basic elements of fiction writing such as character development, dialogue, plot and prose style, special attention devoted to finding a form and distinctive voice, and to the process of revision and “finishing” a story.; Prerequisite: One fiction writing course or consent and submission of writing sample for consideration. Submit sample to course professor.; Humanities (HU)

ENGLH298A001 JUNIOR SEMINAR I

Rajeswari Mohan

Junior seminar comprises of a two part sequence

that, through class readings, discussion, and writing tutorials, engage students in a study of (1) a series of texts representing the range and diversity of the historical tradition in British and American literature, and (2) critical theory and practice as it has been influenced by hermeneutics, feminism, psychology, semiology, sociology, and the study of cultural representation, and as it reflects the methods of literary criticism.; Humanities (HU)

ENGLH299A001 JUNIOR SEMINAR II

Debora Sherman

Part II of the sequence focuses on narrative and its theorization and criticism. Readings include George Eliot's *Middlemarch*, stories by Henry James and Edgar Allan Poe, and James Joyce's *Ulysses*; Humanities (HU)

ENGLH300A001 ADVANCED TOPICS IN PEACE, JUSTICE AND HUMAN RIGHTS

Lindsay V. Reckson

This course examines the history of literary and cultural responses to capital punishment in the U.S., from the introduction of privately conducted state-sanctioned executions in the 1830s to the reinstatement of the death penalty in 1976. We'll explore the anti-death penalty movement through literature, photography, and film, with an emphasis on the relationship between politics and aesthetics; interwoven histories of race, gender, class, and criminality; and the connection between capital punishment, media, and other technologies of social power.; Cross-listed in Peace, Justice, and Human Rights; Prerequisite: Freshman writing and either a 200-Level ENGL or PJHR101 or 201; Humanities (HU)

ENGLH309A001 AGAINST DEATH: OPPOSING CAPITAL PUNISHMENT IN AMERICAN LITERATURE AND CULTURE

Lindsay V. Reckson

Advanced inquiry into creative and critical responses to the death penalty in the United States from the 1830s to the 1970s. Our aim is to explore the relationship between art and social protest, and to examine how capital punishment has manifested U.S. histories of race, class, gender, religion, and sexuality. Readings in primary historical materials, literary and cultural analysis, and critical theory.; Prerequisites: Freshman writing and one 200-level ENGL course or PJHR101 or 201.; Humanities (HU)

**ENGLH346B001 TOPICS IN 18TH C LITERATURE:
NEW(S) MEDIA AND PRINT CULTURE**

Laura McGrane

This course explores a century of polemic and performance in relation to more recent political, formal and legal debates about digital technologies. In particular we will focus on modernity's shifting representations of materiality and circulation; ownership, authority and license; citation, plagiarism and piracy. What structures control systems of knowledge production and dissemination in the eighteenth century and today? Our most ambitious text will be Laurence Sterne's strange novel *Tristram Shandy*—a brilliant meditation on experimental fiction, mortality, history, and digression for eighteenth-century and contemporary readers. Interdisciplinary students welcome.; Prerequisite: Two 200 level ENGL courses or consent of the instructor.; Humanities (HU)

ENGLH352A001 ROMANTICISM AND THEORY

Steve Finley

This seminar will begin by posing a series of fundamental questions about romantic poems, beginning with Heidegger's essay of 1946, "What Are Poets For?" Readings in the course will be drawn from five principal romantic careers: Blake, Wordsworth, Mary and Percy Shelley, and Keats.; Prerequisite: Two courses in ENGL at the 200 level or permission of instructor.; Humanities (HU)

**ENGLH353A001 VICTORIAN POVERTY, ECOLOGY,
AND PUBLIC HEALTH**

Steve Finley

A study of the "street-folk" and working poor of the 1840's and 1850's, in social documents, novels, and radical critique.; Prerequisite: Two 200 level ENG; courses or consent of the instructor.; Humanities (HU)

**ENGLH354B001 REMEMBRANCE & MOURNING OF
THE GREAT WAR**

Steve Finley

ENGLH356B001 STUDIES IN AMERICAN**ENVIRONMENT AND PLACE**

Steve Finley

Texts mostly 19th and 20th c. American, beginning with Thoreau. Topics: cultural production of landscape (rural and urban), environmental history, place studies, ecology. Visual resources: American landscape painting, and including 3-4 films.; Prerequisites: Two

200-level ENGL courses or consent of the instructor.; Humanities (HU)

**ENGLH361A001 TOPICS IN AFRICAN-AMERICAN
LITERATURE**

Asali Solomon

Prerequisite: Two courses in ENGL at the 200 level or consent of the instructor; Humanities (HU)

ENGLH361B001 TOPICS IN AMERICAN LITERATURE

Asali Solomon

Prerequisite: Two courses in ENGL at the 200 level or permission of the instructor; Humanities (HU)

**ENGLH364A001 AFTER MASTERY: TRAUMA,
RECONSTRUCTION, AND THE LITERARY EVENT**

Christina Zwarg

This course will expose students to recent trauma theory and the segregated traditions of literary history. Thinking about trauma theory before and after Freud, we will look again at authors attempting to bring together (and sometimes keep apart) cultural traditions erupting into literary form throughout the 19th and early 20th century.; Humanities (HU)

ENGLH368B001 TOPICS IN ANGLO-SAXON STUDIES

Maud McInerney

**ENGLH377A001 PROBLEMS IN POSTCOLONIAL
LITERATURE**

Rajeswari Mohan

The decisive role that Fanon attributes to violence in the colonial context has had an inexorable afterlife in postcolonial societies. Course texts explore this dialectic of violation and violence, but they present it as a mutating, complex phenomenon, drawing its energies from multiple histories and traditions that are not always centered on the colonial experience.; Cross-listed in Comparative Literature; Prerequisite: Two courses in ENGL at the 200 level or consent of the instructor.; Humanities (HU)

ENGLH399B001 SENIOR CONFERENCE

Laura McGrane

Students work closely with a faculty consultant over the course of their senior year in the research and writing of a 25-30 page essay or a piece of creative writing accompanied by a critical preface (for the creative writing concentration). The course culminates in an hour-long oral examination that covers the thesis and coursework done for the major.; Prerequisite: Senior majors only.; Humanities (HU)

ENVIRONMENTAL STUDIES (TRI-CO)

haverford.edu/environmentalstudies

Haverford, Bryn Mawr, and Swarthmore offer an interdisciplinary Tri-College (Tri-Co) Environmental Studies (ES) minor, involving departments and faculty on all three campuses from the natural sciences, engineering, math, the humanities, and the arts. The Tri-Co ES minor brings together students and faculty to explore interactions among earth systems, human societies, and local and global environments.

Students may complete an ES minor in conjunction with any major at Haverford, Bryn Mawr or Swarthmore, pending approval of the student's coursework plan by the home department and the home-campus ES director.

The Tri-Co ES minor aims to cultivate in students the capacity to identify and confront key environmental issues through a blend of multiple disciplines, encompassing historical, cultural, economic, political, scientific, and ethical modes of inquiry. Acknowledging the reciprocal dimensions of materiality and culture in the historical formations of environments, this program is broadly framed by a series of interlocking dialogues: between the “natural” and the “built,” the local and the global, and the human and the nonhuman.

To declare the minor, students should contact the Environmental Studies director at their home campus; at Haverford this is Professor Helen White (hwhite@haverford.edu) at (610) 795-6402. For additional information about the minor, including an updated list of affiliated faculty and approved electives, visit us online.

CURRICULUM

ENVIRONMENTAL STUDIES MINOR REQUIREMENTS

The Tri-Co ES minor consists of six courses, including an introductory course and capstone course. Students may complete the courses at any of the three campuses (or any combination thereof). The six required courses are:

1. A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Haverford or Bryn Mawr or the parallel course at Swarthmore (ENVS 001). Any one of these courses satisfies the requirement, and students may take no more than one such course for credit toward the minor.

2. Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following categories (A and B). Students may use no more than one cognate course credit for each category. (See the ES website [haverford.edu/environmentalstudies] for course lists and more about core and cognate courses.) For Haverford students, no more than one of these four course credits may be in the student's major.

A) Environmental Science, Engineering, and Math: courses that build understanding and knowledge of scientific methods and theories, and explore how these can be applied in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.

B) Environmental Social Sciences, Humanities, and Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.

3. A senior seminar (case-based), with culminating work that reflects tangible research design and inquiry, but might materialize in any number of project forms. Haverford and Bryn Mawr's ENVS 397 (Senior Seminar in Environmental Studies) and Swarthmore's ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement. Haverford students interested in the Environmental Studies minor should plan their course schedule with the Haverford Director of

Environmental Studies in consultation with their major advisor. In choosing electives, we encourage students to reach beyond their major, and to include mostly intermediate or advanced courses.

FACULTY

AFFILIATED FACULTY AT HAVERFORD:

- Helen White**
Chemistry, Environmental Studies Director
- Kim Benston**
English
- Craig Borowiak**
Political Science
- Kaye Edwards**
Interdisciplinary Programs
- Steve Finley**
English
- Andrew Friedman**
History
- Darin Hayton**
History
- Karl Johnson**
Biology
- Joshua Moses**
Anthropology
- Rob Scarrow**
Chemistry
- Steven Smith**
Economics
- Jonathan Wilson**
Biology

AFFILIATED FACULTY AT BRYN MAWR:

- Victor Donnay**
Mathematics, Environmental Studies Director
- Don Barber**
Geology, Alderfer Chair in Environmental Studies
- Peter Briggs**
English
- Joshua Caplan**
Biology, Bucher-Jackson Fellow
- Jonas Goldsmith**
Chemistry
- Karen Greif**
Biology
- Carol Hager**
Political Science
- Thomas Mozdzer**
Biology
- Michael Rock**
Economics
- David Ross**
Economics
- Bethany Schneider**
English
- Ellen Stroud**
Growth and Structure of Cities, Harris Chair in Environmental Studies
- Nathan Wright**
Sociology

AFFILIATED FACULTY AT SWARTHMORE:

- Elizabeth Bolton**
English Literature, Environmental Studies Director
- Timothy Burke**, History
- Peter Collings**
Physics and Astronomy
- Giovanna DiChiro**
Political Science
- Erich Carr Everbach**
Engineering
- Eric Jensen**
Physics and Astronomy
- Jose-Luis Machado**
Biology
- Arthur McGarity**
Engineering
- Rachel Merz**
Biology
- Carol Nackenoff**
Political Science
- Jennifer Peck**
Economics
- Christine Schuetze**
Sociology and Anthropology
- Mark Wallace**
Religion and Environmental Studies

COURSES**ENVSH101A001 CASE STUDIES IN ENVIRONMENTAL ISSUES: CONCEPTS, CONTEXTS, & CONUNDRUMS**

Radika Bhaskar, Joshua Moses

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. Students should note ; that no divisional credit will be awarded for this course.; Natural Science (NA)

ENVSH172B001 ECOLOGICAL IMAGINARIES: IDENTITY, VIOLENCE, AND THE ENVIRONMENT

This course interrogates how representations and imaginings of the environment are inseparable from issues of social justice. Considering how literature and art engage the environment, this course explores and investigates a range of topics and issues that arise from the intersection of racism, sexism, imperialism, globalization, and the environment.; Prerequisite: Open only to first-year students as assigned by the Director of College Writing;

ENVSH201B001 INTRO TO GEOGRAPHIC INFORMATION SYSTEMS FOR SOCIAL & ENVIRONMENTAL ANALYSIS

Ganapathy Narayananaraj

This course is designed to introduce the foundations of Geographic Information Systems with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.; Social Science (SO)

ENVSH213B001 OIL, POLITICS, ECONOMY, AND SOCIETY

Deborah Harrold

The course offers an historical and comparative approach to understanding the broad transformations wrought by the oil industry.

Beginning with the oil industry in northwest Pennsylvania, and in Baku, the course looks at the historical development of the industry and new corporate forms and efforts to control private wealth, struggles between producers and consuming states, economic and political effects of oil development, and political and social responses to environmental degradation.; Cross-listed: Political Science, Environmental Studies; Prerequisite: One course in POLS.; Social Science (SO)

ENVSH214A001 EARLY AMERICAN ENVIRONMENTAL HISTORY

Kate Mulry

The course explores the complex relationships between people and the natural world from the earliest efforts at colonization through the Revolutionary era in North America and asks: in what ways did nature alter the course of American history? In what ways did humans alter their various environments and how did they interpret these changes? What were human beliefs and attitudes about nature and how did they change over time?; Social Science (SO)

ENVSH217B001 WATER & WORLD HISTORY

Kate Mulry

This class explores the relationship of water to governments and societies over time. It also examines the environmental and cultural impact of redirecting water resources to productive ends by covering broad trends from the early modern period through the present.; Crosslisted: History, Environmental Studies; Social Science (SO)

ENVSH278A001 THE EARTH: ETHICS, POLITICS, AND ECONOMICS

Thomas J. Donahue

How should we deal with clashes among environmental values, economic growth, and what people want? Examines the clashing theories and interpretations of facts that underlie current environmental debates. Focus on climate change and inter-relations among ethical, political, and economic concerns.; Cross-listed in Political Science; Prerequisite: One course in POLS or consent of the instructor.; Social Science (SO)

ENVSH304B001 ENVIRONMENTAL PSYCHOLOGY & CONSERVATION

Benjamin Le

An examination of the links between the natural environment and psychological mechanisms using lenses of cognitive, social, and personality

psychology, with a focus on conservation behavior and environmentalism.; Prerequisites: at least one of the following classes: PSYC 213, 215, 220, 224, 280, 303, 325, 335; or PSYC 100 and at least one ENVS course; or consent of the instructor. In short, there are two pathways to this course: (a) prior coursework in cognitive, social, or personality psychology or (b) PSYCH100 and prior coursework in ENVS.; Social Science (SO)

ENVSH348A001 WALTER BENJAMIN ON LANCASTER AVENUE

Andrew Friedman

This course mixes a readings seminar in the work of the German-Jewish philosopher and critical theorist Walter Benjamin with an inquiry into the history of American modernity, using Benjamin of the Philadelphia and Lancaster, PA. It culminates in a collective project of digital scholarship, based in semester-long student-faculty collaboration in archival research on Lancaster Avenue.; Pre-requisite(s): At least one 200-level course or permission of instructor.; Cross-listed in History; Prerequisite: At least one 200-level course or permission of the instructor; Social Science (SO)

ENVSH397A001 SENIOR SEMINAR IN ENVIRONMENTAL STUDIES

Helen K. White

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving by bringing the perspectives and skills gained from their majors and applying them to collaborative interdisciplinary projects.; Prerequisite: ENVS101. Open to Seniors only who are declared Environmental Studies Minors.; Natural Science (NA)

FILM STUDIES AT BRYN MAWR COLLEGE

brynmawr.edu/filmstudies

STEERING COMMITTEE

Timothy Harte, Chair and Associate Professor of Russian (on leave semester II)

Homay King, Professor of History of Art and Director of the Center for Visual Culture

Hoang Tan Nguyen, Associate Professor of English and Film Studies

Michael Tratner, Mary E. Garrett Alumnae Professor of English

Sharon Ullman, Chair and Professor of History and Director of Gender and Sexuality Studies

AFFILIATED FACULTY

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Adam Cutchin, Instructor

Willemijn Don, Visiting Assistant Professor

Shiamin Kwa, Assistant Professor on the Jye Chu Lectureship in Chinese Studies

Pim Higginson, Professor of French

Rudy Le Menthéour, Associate Professor of French and Director of the Institut d'Etudes Françaises d'Avignon (on leave semesters I and II)

Steven Z. Levine, Professor of History of Art and the Leslie Clark Professor in the Humanities

Roberta Ricci, Chair and Associate Professor of Italian

H. Rosi Song, Associate Professor of Spanish (on leave semester I)

Brigitte Mahuzier, Professor of French (on leave semester I)

Agnès Peysson-Zeiss, Lecturer of French and Francophone Studies

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is

anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

CURRICULUM

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

MINOR REQUIREMENTS

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

- One introductory course in the formal analysis of film
- One course in film history or an area of film history
- One course in film theory or an area of film theory
- Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student's choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

COURSES

ARTW B266 SCREENWRITING

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own. Counts towards: Film Studies (Not Offered 2015-2016)

COML B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA

King, H.

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Syllabus is subject to change at instructor's discretion. Counts towards: Film Studies Crosslisting(s): HART-B110

COML B214 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATUREITALY TODAY

This course, taught in English, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic

appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igabi Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed. Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): ITAL-B212 (Not Offered 2015-2016)

COML B216 TOPICS: INTRODUCTION TO CHINESE LITERATURE

This is a topics course. Topics may vary. Counts towards: Film Studies Crosslisting(s): EALC-B212; HART-B214 (Not Offered 2015-2016)

COML B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies. Counts towards: Film Studies Crosslisting(s): ENGL-B238; RUSS-B238; HART-B238 (Not Offered 2015-2016)

COML B306 FILM THEORY

King, H.

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor). Counts towards: Film Studies Crosslisting(s): HART-B306; ENGL-B306

COML B310 DETECTIVE FICTION

In English. This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative

perspective, the course will analyze not only the inter-relationship between this popular genre and “high literature,” but also the role of detective fiction as a mirror of social anxieties. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Suggested Preparation: One literature course at the 200 level.

Major Writing Requirement: Writing Intensive
Counts towards: Film Studies
Crosslisting(s): ITAL-B310
(Not Offered 2015-2016)

COML B311 THE MYTH OF VENICE (1800-2000)

Monserrati,M.

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses.

Counts towards: Film Studies
Crosslisting(s): ITAL-B311

EALC B212 TOPICS: INTRODUCTION TO CHINESE LITERATURE

This is a topics course. Topics may vary.
Counts towards: Film Studies
Crosslisting(s): HART-B214; COML-B216
(Not Offered 2015-2016)

EALC B240 TOPICS IN CHINESE FILM

This is a topics course. Course content varies. Current topic description: The course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film *As Tears Go By* and ending with the 2013 film *The Grandmaster*. Some topics that will be discussed include translation; brotherhoods,

violence and criminality; nostalgia; the use of music; dystopia; translanguaging; post-colonialism; and post-humanism.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)
Counts towards: Film Studies
Instructor(s):Kwa,S.

EALC B281 FOOD IN TRANSLATION: THEORY AND PRACTICE

Kwa,S.

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love." Counts towards: Film Studies

EALC B315 SPIRITS, SAINTS, SNAKES, SWORDS: WOMEN IN EAST ASIAN LITERATURE & FILM

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.
Counts towards: Gender and Sexuality Studies; Film Studies (Not Offered 2015-2016)

ENGL B205 INTRODUCTION TO FILM

Nguyen, H.

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. Counts towards: Film Studies Crosslisting(s): HART-B205

ENGL B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies. Counts towards: Film Studies Crosslisting(s): RUSS-B238; HART-B238; COML-B238 (Not Offered 2015-2016)

ENGL B261 TOPICS: FILM AND THE GERMAN LITERARY IMAGINATION

This is a topics course. Course content varies. Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): GERM-B262 (Not Offered 2015-2016)

ENGL B299 HISTORY OF NARRATIVE CINEMA, 1945 TO THE PRESENT

King, H.

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. Counts towards: Film Studies Crosslisting(s): HART-B299

ENGL B306 FILM THEORY

King, H.

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic “author”; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor). Counts towards: Film Studies Crosslisting(s): HART-B306; COML-B306

ENGL B323 MOVIES, FASCISM, AND COMMUNISM

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going. Counts towards: Film Studies (Not Offered 2015-2016)

ENGL B334 TOPICS IN FILM STUDIES

This is a topics course. Content varies. Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): HART-B334 (Not Offered 2015-2016)

ENGL B336 TOPICS IN FILM

Nguyen, H.

This is a topics course. Course content varies. Current topic description: This course explores how communities and subjects designated as “queer” have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas. Counts towards: Film Studies Crosslisting(s): HART-B336

ENGL B355 PERFORMANCE STUDIES*Ricketts, R.*

Introduces students to the field of performance studies, a multidisciplinary species of cultural studies which theorizes human actions as performances that both construct and resist cultural norms of race, gender, and sexuality. The course will explore “performativity” in everyday life as well as in the performing arts, and will include multiple viewings of dance and theater both on- and off-campus. In addition, we will consider the performative aspects of film and video productions.

Counts towards: Gender and Sexuality Studies; Film Studies

ENGL B367 ASIAN AMERICAN FILM VIDEO AND NEW MEDIA*Nguyen, H.*

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): HART-B367

GEOL B125 FOCUS: GEOLOGY IN FILM

This is a half semester Focus course. Geologic processes make for great film storylines, but filmmakers take great liberty with how they depict scientific “facts” and scientists. We will explore how and why filmmakers choose to deviate from science reality. We will study and view one film per week and discuss its issues from a geologist’s perspective. Counts towards: Film Studies (Not Offered 2015-2016)

GERM B262 TOPICS: FILM AND THE GERMAN LITERARY IMAGINATION

This is a topics course. Course content varies. Counts towards: Film Studies Crosslisting(s): ENGL-B261 (Not Offered 2015-2016)

GNST B255 VIDEO PRODUCTION

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion. Counts towards: Film Studies

GNST B302 TOPICS IN VIDEO PRODUCTION

This is a topics course. Course content varies. Prerequisite: GNST B255 or ENGL/HART B205 or ICPR H243 or ICPR H343 or ICPR H278 or ANTH H207 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies. Counts towards: Film Studies

HART B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA*King, H.*

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film’s content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Counts towards: Film Studies Crosslisting(s): COML-B110

HART B205 INTRODUCTION TO FILM

Nguyen, H.

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. Counts towards: Film Studies Crosslisting(s): ENGL-B205

HART B214 TOPICS: INTRODUCTION TO CHINESE LITERATURE

This is a topics course. Topics may vary.

Counts towards: Film Studies Crosslisting(s): EALC-B212 (Not Offered 2015-2016)

HART B215 RUSSIAN AVANT-GARDE ART, LITERATURE AND FILM

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies Crosslisting(s): RUSS-B215 (Not Offered 2015-2016)

HART B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies.

Counts towards: Film Studies Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238 (Not Offered 2015-2016)

HART B299 HISTORY OF NARRATIVE CINEMA, 1945 TO THE PRESENT

King, H.

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by

more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. Counts towards: Film Studies Crosslisting(s): ENGL-B299

HART B306 FILM THEORY

King, H.

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic “author”; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor). Counts towards: Film Studies Crosslisting(s): ENGL-B306; COML-B306

HART B334 TOPICS IN FILM STUDIES

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): ENGL-B334 (Not Offered 2015-2016)

HART B336 TOPICS IN FILM

Nguyen, H.

This course examines experimental film and video from the 1930's to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom. Current topic description: This course explores how communities and subjects designated as “queer”

have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas. Counts towards: Film Studies Crosslisting(s): ENGL-B336

HART B367 ASIAN AMERICAN FILM, VIDEO AND NEW MEDIA

Nguyen, H.

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed. Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): ENGL-B367

HIST B284 MOVIES AND AMERICA

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self fashioning.

Counts towards: Gender and Sexuality Studies; Film Studies (Not Offered 2015-2016)

ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Iggiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.

Counts towards: Gender and Sexuality Studies; Film Studies Crosslisting(s): COML-B214 (Not Offered 2015-2016)

ITAL B225 ITALIAN CINEMA AND LITERARY ADAPTATION

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family within the European context of WWII and post-war ItalyCounts towards: Film Studies (Not Offered 2015-2016)

ITAL B229 FOOD IN ITALIAN LITERATURE, CULTURE, AND CINEMA

Taught in English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit . Prerequisite: ITAL 102. Counts towards: Film Studies (Not Offered 2015-2016)

ITAL B255 UOMINI D'ONORE IN SICILIA: ITALIAN MAFIA IN LITERATURE AND CINEMA

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the ‘classical’ example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.Counts towards: Film Studies(Not Offered 2015-2016)

ITAL B310 DETECTIVE FICTION

In English. Why is detective fiction so popular? What explains the continuing multiplication of detective texts despite the seemingly finite number of available plots? This course will

explore the worldwide fascination with this genre beginning with European writers before turning to the more distant mystery stories from around the world. The international scope of the readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to international influence of the British-American model. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Suggested Preparation: One literature course at the 200 level. Counts towards: Film Studies Crosslisting(s): COML-B310 (Not Offered 2015-2016)

ITAL B311 THE MYTH OF VENICE (1800-2000)

Monserrati,M.

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses. Counts towards: Film Studies Crosslisting(s): COML-B311

PSYC B375 MOVIES AND MADNESS: ABNORMAL PSYCHOLOGY THROUGH FILMS

Rescorla,L.

This writing-intensive seminar deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist

is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209. Counts towards: Film Studies; Health Studies

RUSS B215 RUSSIAN AVANT-GARDE ART, LITERATURE AND FILM

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required. Counts towards: Film Studies Crosslisting(s): HART-B215 (Not Offered 2015-2016)

RUSS B217 THE CINEMA OF ANDREI TARKOVSKY

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema. Counts towards: Film Studies (Not Offered 2015-2016)

RUSS B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies. Counts towards: Film Studies Crosslisting(s): ENGL-B238; HART-B238; COML-B238 (Not Offered 2015-2016)

RUSS B258 SOVIET AND EASTERN EUROPEAN CINEMA OF THE 1960S

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from

Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required. Counts towards: Film Studies (Not Offered 2015-2016)

SPAN B252 COMPASSION, INDIGNATION, AND ANXIETY IN LATIN AMERICAN FILM

Gaspar,M.

Stereotypically, Latin Americans are viewed as “emotional people”—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these “people” become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and “low-key” comedies (since 2000s.) Counts towards: Film Studies

FINE ARTS

haverford.edu/finearts

In the Fine Arts department, the focus is on the individual. Studio classes are small, and students from beginners to majors receive individual instruction.

Every student is encouraged to develop the physical and critical skills necessary to create art. The philosophy of the department is that observational skills are the cornerstone of all visual art disciplines. Cognition and processing information are key skills for any discipline—in the humanities or the sciences—and for this reason art at Haverford is specifically geared towards enhancing visual perception. Such finely tuned skills can benefit anyone professionally and personally.

The fine arts courses offered by the department are structured to accomplish the following:

- For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.
- For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

About 20 percent of Haverford students take fine arts courses while enrolled in the College. The students who major in fine arts and wish to continue their education are usually accepted at the professional graduate art school of their choice. Our alumni are distinguished professionals, active in the visual creative arts and allied fields.

CURRICULUM

The 100-level “Introductory or Foundation” courses consist of half-semester courses. Although one half-semester is not sufficient for a beginning student to master a given medium, it offers ample time for acquiring a medium’s basic skills. In each discipline, the student learns to see and to coordinate his or her increasing skills of

interpretation and expression to create individual art works.

The 200-level courses are “Materials and Techniques” courses. Having gained a solid basis from the foundation courses, the student chooses a medium to pursue in depth for a semester. At this level, we encourage the student to explore the various materials and their uses to create a refined and distinctive body of work. In the 300-level “Experimental Studio” courses, the student uses the acquired knowledge of materials and techniques to further express and broaden his or her artistic vision and ideas.

We encourage students to spend time on their own work outside of class in the fine arts building. Adjacent faculty studios encourage this informal contact, which is invaluable in learning the discipline of creating art. This type of contact and mentoring is an important aspect of a student’s education in our department.

MAJOR REQUIREMENTS

Senior candidates for the major in Fine Arts complete the requirement for the major by presenting a one-person show consisting of a coherent body of work, expressive of his or her artistic vision and insights.

Fine Arts majors are required to concentrate in one of the following: drawing, painting, photography, printmaking, and sculpture. Majors must take four 100-level foundation courses in different disciplines

- four 100-level foundation courses in each discipline
- two different 200-level courses outside the area of concentration
- two 200-level courses and one 300-level course within that area
- three art history/theory/criticism, or visual culture courses
- Senior Departmental Studies 499.

For majors intending to do graduate work, we strongly recommend that they take an additional

300-level studio course within their area of concentration and an additional art history course at Bryn Mawr.

MINOR REQUIREMENTS

- Minors must take four 100-level foundation courses in different disciplines.
- two 200-level courses and one 300-level course within the chosen area of study; and
- one art history/theory/criticism, or visual culture courses.

FACILITIES

The Marshall Fine Arts Center is a well-proportioned structure built in 1987 with large white walls and studio spaces provided with natural light from skylights. The building is equipped to provide efficient work space for painting, drawing and photography. The black-and-white and color photography darkrooms are outfitted with the latest enlargers and a 26-inch roller processor for printing color. A digital photography facility is located in the photo room. The foundry building has sculpture classrooms and workshops for woodworking, clay and casting. The printmaking studio, in the Locker Building adjacent to Ryan Gym, is equipped with digital printmaking, etching, lithography, silkscreen, relief and photo-graphic processes in a darkroom.

Credits from Study abroad or from outside the Fine Arts department

Majors can take one 200-level course outside of a major's concentration and any art history/theory/criticism, or visual culture courses. If a major wants to take a Fine Arts course abroad, one should obtain an approval by the chair of Fine Arts before the course is taken.

Minors can take one 200-level course outside of a minor's area of study and one art history/theory/criticism, or visual culture courses. If a minor wants to take a Fine Arts course abroad, one should obtain an approval by the chair of Fine Arts before the course is taken.

FACULTY

Hee Sook Kim

Chair and Associate Professor

Ying Li (*on leave Fall 2015*)

Professor of Fine Arts

William E. Williams (*on leave Spring 2016*)

Audrey A. and John L. Dusseau Professor in the Humanities and Curator of Photography

Markus Baenziger

Associate Professor

Christina Freeman

Visiting Assistant Professor

Jonathan Goodrich

Visiting Instructor

COURSES

ARTSH101D001 ARTS FOUNDATION-DRAWING (2-D)

Jonathan C. Goodrich

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork.; Humanities (HU)

ARTSH103D001 ARTS FOUNDATION-PHOTOGRAPHY

TBA Department staff

This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class.; Humanities (HU)

ARTSH104E001 ARTS FOUNDATION-SCULPTURE

Markus Baenziger

This is a seven week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold

making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course. Important: ARTSH106 (Foundation Drawing 3D) is the first half of each semester and ARTSH104 (Foundation Sculpture) is the second half of each semester. Students interested in taking Foundation Sculpture must attend the first day of ARTSH106 Foundation Drawing to enter lotto for Foundation Sculpture. If unable to attend first class of the semester email the professor.; Humanities (HU)

ARTSH106D001 ARTS FOUNDATION-DRAWING

Markus Baenziger
Humanities (HU)

ARTSH106G001 ARTS FOUNDATION - DRAWING

Markus Baenziger
Humanities (HU)

ARTSH107E001 ARTS FOUNDATION-PAINTING

Jonathan C. Goodrich
A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork.; Humanities (HU)

ARTSH120E001 FOUNDATION PRINTMAKING: SILKSCREEN

Hee Sook Kim
A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement.; Humanities (HU)

ARTSH121G001 FOUNDATION PRINTMAKING: RELIEF PRINTING

Hee Sook Kim
A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement.; Humanities (HU)

ARTSH123H001 FOUNDATION PRINTMAKING: ETCHING

Hee Sook Kim

A seven-week course covering various techniques and approaches to intaglio printmaking including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement.; Humanities (HU)

ARTSH124D001 FOUNDATION PRINTMAKING: MONOTYPE

Hee Sook Kim

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and somposition in 2-D format will be explored. Individual and group critiques will be employed.; Humanities (HU)

ARTSH216B001 HISTORY OF PHOTOGRAPHY FROM 1839 TO THE PRESENT

William Williams

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society.; Prerequisite: Sophomore standing; Humanities (HU)

ARTSH218B001 CHINESE CALLIGRAPHY AS AN ART FORM

Ying Li

This course combines studio practice and creating art projects with slide lectures, readings, and museum visits. Students will study the art of Chinese Calligraphy, and its connection with Western art. No Chinese language required.; Humanities (HU)

ARTSH223A001 PRINTMAKING: MATERIALS AND TECHNIQUES: ETCHING

Hee Sook Kim

Concepts and techniques of B/W & Color Intaglio. Line etching, aquatint, soft and hard ground, chin-colle techniques will be explored as well as visual concepts. Developing personal statements will be encouraged. Individual and group critiques will be employed.; Humanities (HU)

ARTSH224A001 COMPUTER AND PRINTMAKING*Hee Sook Kim*

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed.; Humanities (HU)

ARTSH231A001 DRAWING (2-D): ALL MEDIA*Jonathan C. Goodrich*

Students are encouraged to experiment with various drawing media and to explore the relationships between media, techniques and expression. Each student will strive to develop a personal approach to drawing while addressing fundamental issues of pictorial space, structure, scale, and rhythm. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits.; Humanities (HU)

ARTSH233A001 PAINTING: MATERIALS AND TECHNIQUES*Jonathan C. Goodrich*

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits.; Humanities (HU)

ARTSH235B001 THE POST-IMPRESSIONISTS: CEZANNE, SEURAT, VAN GOGH, AND GAUGUIN*Carol Solomon*

Using various art-historical approaches, this course focus on the works of major Post-Impressionist artists: Seurat, Cezanne, Van Gogh, and Gauguin. This course will include a field trip to the Barnes Foundation.; Cross-listed: Fine Arts, Independent College Programs; Humanities (HU)

ARTSH236A001 ART, POLITICS, AND SOCIETY IN NINETEENTH-CENTURY EUROPE*Carol Solomon*

This course explores European art in the context of political, social, and cultural developments in the period from the late eighteenth century to the middle decades of the nineteenth century. Neoclassicism, Romanticism, and Realism are the artistic movements of this period. Artists discussed will include David, Goya, Friedrich, Turner, Constable, and Gericault among others. Course will include at least one visit to the Philadelphia Museum of Art.; Cross-listed in Independent College Programs; Humanities (HU)

ARTSH243A001 SCULPTURE: MATERIALS AND TECHNIQUES*Markus Baenziger*

This course is designed to give students an in depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials will be introduced in class. Students will be encouraged to develop their own visual vocabulary and to understand their ideas in the context of contemporary sculpture. Projects are designed to provide students with a framework to explore all sculptural techniques introduced in class while developing their own personal form of visual expression. Course may be repeated for credit.; Prerequisite: ARTS Foundations or consent of the instructor.; Humanities (HU)

ARTSH250A001 THEORY AND PRACTICE OF EXHIBITION: OBJECTS, IMAGES, TEXTS, EVENTS*John H Muse*

An introduction to the theory and practice of exhibition and display. This course will supply students with the analytic tools necessary to understand how exhibitions work and give them practical experience making arguments with objects, images, texts, and events.; Cross-listed in Fine Arts.; Humanities (HU)

ARTSH251A001 PHOTOGRAPHY: MATERIALS AND TECHNIQUES*TBA Department staff*

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual

student work and the use of the appropriate black-and-white photographic materials in analog or digital formats necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: ARTS103 or equivalent; Humanities (HU)

ARTSH321A001 EXPERIMENTAL STUDIO: ETCHING

Hee Sook Kim

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-collè, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.; Humanities (HU)

ARTSH322B001 EXPERIMENTAL STUDIO: PRINTMAKING: LITHOGRAPHY

Hee Sook Kim

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested.; Prerequisite: One course in printmaking or consent of the instructor; Humanities (HU)

ARTSH325B001 CONTEMPORARY ART OF THE ARAB WORLD, IRAN AND TURKEY

Carol Solomon

This interdisciplinary course will consider aspects of contemporary art, architecture, and visual culture of North Africa and the Middle East and the other two principal non-Arab Muslim states in the region,Iran and Turkey; Prerequisite: One course in History of Art or Middle East and Islamic Studies; Cross-listed: Fine Arts, Independent College Programs; Humanities (HU)

ARTSH331A001 EXPERIMENTAL STUDIO: DRAWING (2-D)

Jonathan C. Goodrich

Students will build on the work done in 200 level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them.; Humanities (HU)

ARTSH333A001 EXPERIMENTAL STUDIO: PAINTING

Jonathan C. Goodrich

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them.; Humanities (HU)

ARTSH343B001 EXPERIMENTAL STUDIO: SCULPTURE

Markus Baenziger

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit.; Prerequisite: ARTS243A or B, or consent of the instructor; Humanities (HU)

**ARTSH351A001 EXPERIMENTAL STUDIO:
PHOTOGRAPHY***William Williams*

Students produce an extended sequence of their work in either book or exhibition format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester and the exhibition project second semester. At the end of each semester the student may exhibit his/her project.; Prerequisite: ARTS251A and 260B; Humanities (HU)

ARTSH460A001 TEACHING ASSISTANT*Hee Sook Kim***ARTSH480A001 INDEPENDENT STUDY***Hee Sook Kim*

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent.; Prerequisite: consent of the instructor.

ARTSH499A001 SENIOR DEPARTMENTAL STUDIES*Hee Sook Kim*

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work.; Prerequisite: Senior Majors; Humanities (HU)

ARTTH251A001 FUNDAMENTALS OF ACTING*Catharine Slusar*

Humanities (HU)

FRENCH AND FRANCOPHONE STUDIES

haverford.edu/french

The Bi-College (Bi-Co) French and Francophone Studies program at Haverford and Bryn Mawr is recognized as one of the top undergraduate French programs in the country. It offers a variety of courses and two options for the major. The major in French lays the foundation for an understanding and appreciation of French language and of French and Francophone cultures through their literatures and the history of their arts, thought, and institutions.

Course offerings serve those with particular interest in French and Francophone literature, literary theory, and criticism, as well as those with particular interest in studying France and French-speaking countries from an interdisciplinary perspective. A thorough knowledge of French is a common goal for both options, and texts and discussion in French are central to the program. The faculty teaches all courses in the program exclusively in French. Our courses adopt a variety of approaches, including literary studies, film and media studies, social history of ideas, and the study of politics and popular culture.

Our program is known for its rigor. Unlike at universities and Ivy League institutions, faculty rather than graduate students teach our undergraduates in French—and in languages in general. Study abroad in France or in another Francophone country is an integral part of our students' training. Virtually all majors spend one semester or a full year abroad (see below).

CURRICULUM

Majors and minors choose between:

- a literature concentration, with courses in periods, genres, thematic clusters, and individual authors, ranging from the Middle Ages to the most recent 21st-century texts; and
- an interdisciplinary concentration, with courses that cover the history of French civilization and particular problems of French and Francophone

cultures, such as environmental issues and questions of identity.

Unless they have not previously studied French, all entering students (freshmen and transfers) who wish to pursue their study of French must take a placement examination upon entrance to Haverford and Bryn Mawr. Those students who begin French have two options. They may study the language

- in the intensive sections (the sequence FREN 001–002 of Intensive Elementary French – only at Bryn Mawr); or
- in the non-intensive sections (the sequence FREN 001–002 of Non-Intensive Elementary French on both campuses).

The 100-level courses introduce students to the study of French and Francophone literatures and cultures, and give special attention to the speaking and writing of French.

Courses at the 200 level treat French and Francophone literatures and civilizations from the beginning to the present day. Two 200-level courses are devoted to advanced language training, and one to the study of theory (FREN 213). Students who pursue French to the 200 level often find it useful to take as their first 200-level course, either FREN 212 (*Grammaire avancée*) or FREN 260 (*Atelier d'écriture*). You may not take both 212 and 260.

At the intermediate-level students also have the choice to study the language non-intensively (the sequence FREN 003–004), or intensively (FREN 005).

- FREN 003–004 (Non-Intensive Intermediate French) is a year-long course, requiring both semesters for credit. It is open to students who have taken FREN 001–002 or been placed by departmental examination.
- FREN 005 (Intensive Intermediate French):

o is open only to students who have been specially placed by the departmental placement exam or to students who have taken the year-long Intensive Elementary course (at Bryn Mawr only).

o requires its graduates to take FREN 102 (Introduction à l'analyse littéraire et culturelle II), or FREN 105 (Directions de la France contemporaine) in semester II for credit.

- FREN 003 and FREN 005 are only offered in the fall semester.

Although it is possible to major in French using either of the two sequences, we encourage students placed at the 001 level who are considering doing so to take the intensive option.

Advanced (300-level) courses offer detailed study either of individual authors, genres, and movements or of particular periods, themes, and problems in French and Francophone cultures. For both options, the departments admit students to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

The department of French also cooperates with the departments of Italian and Spanish in the Romance Languages major.

MAJOR REQUIREMENTS

There are two concentration options:

1. French and Francophone Literature:

- FREN 005–102 or 005–105; or FREN 101–102 or 101–105
- FREN 212 or 260 (you may not take both)
- FREN 213 (Approches théoriques/Theory in Practice)
- three semesters of 200-level literature courses
- two semesters of 300-level literature courses
- the two-semester Senior Experience, comprised of:

o Senior Conference in the fall semester
o in the spring semester, either a senior essay, written in the context of a third 300-level course, or a senior thesis. Both the senior thesis and essay include a final oral defense. (For details, see The Senior Experience section.)

2. Interdisciplinary Studies in French:

- FREN 005–102 or FREN 005–105; or FREN 101–102 or FREN 101–105
- FREN 212 or 260 (you may not take both)
- two 200-level courses within the French departments: e.g., FREN 255, 291, or 299

- two 200-level courses chosen by the student outside the French departments (at Haverford/Bryn Mawr or Junior Year Abroad) that contribute coherently to his/her independent program of study

- FREN 325 or 326 (Etudes avancées de civilisation)

- two 300-level courses outside the French departments

- a thesis of one semester in French or English. (For details, see The Senior Experience section.). Students interested in this option must present the rationale and the projected content of their program for departmental approval during their sophomore year; they should have strong records in French and the other subjects involved in their proposed program.

For both concentrations, all French majors:

- must acquire fluency in the French language, both written and oral.
- must take FREN 212 or 260, or their equivalent, unless specifically exempted by the department.

Often our graduates have chosen to double major, in political science, economics, anthropology, comparative literature, or in the natural sciences (chemistry, physics, and mathematics, most recently); some opt to minor or concentrate in a related field, such as art history or international economic relations.

MINOR REQUIREMENTS

- FREN 005–102 or 005–105; or FREN 101–102 or 101–105
- FREN 212 or 260 (you may not take both)
- four courses at the 200 and 300 levels. At least one course must be at the 300 level.

STUDY ABROAD

Students majoring in French may, by a joint recommendation of the deans of the colleges and the department of French, be allowed to spend their junior year in France under one of the junior year plans approved by their respective college; those organized by Sweet Briar and Wellesley College are approved by both Haverford and Bryn Mawr. Haverford students may also apply to IES programs in France.

Most French majors either study abroad or apply to spend their sophomore or junior summer at the Institut d'Etudes Françaises d'Avignon,

held under the auspices of Bryn Mawr. The Institute is designed for selected undergraduate and graduate students who anticipate professional careers requiring a knowledge of the language and civilization of France and French-speaking countries. The curriculum includes general and advanced courses in French language, literature, social sciences, history, art, and economics (including the possibility of internships in Avignon). The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

THE SENIOR EXPERIENCE

After Senior Conference in the fall semester of senior year, students doing the French and Francophone Literature concentration have two options for the spring semester:

- write a thesis (30–40 pp.) under the direction of a faculty member, which allows students who have already developed a clearly defined subject in the fall semester to pursue independent research and writing a thesis with a faculty supervisor; or
- write an essay (15–20 pp.) in the context of a 300–level course. This option offers students the opportunity to produce a substantial, but shorter piece of research within the structure of their 300–level course in the spring semester. This appeals, for example, to double-majors with another thesis or to pre-medical students.

For the Interdisciplinary Studies in French concentration, students take FREN 325 or 326 in their senior year and, if they have not already done so, complete the two 300–level courses required outside the department. In the Spring semester they write a thesis in French or English under the direction of a member of the French faculty and a mentor outside the department.

FRENCH TEACHER CERTIFICATION

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

FRENCH A.B./M.A. PROGRAM

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Students may complete such a program

in four or five years and undertake it with the approval of the department and of the dean of Bryn Mawr's Graduate School of Arts and Sciences.

FACULTY AT HAVERFORD:

Koffi Anyinefa

Chair and Professor

Kathryne Adair Corbin

Lecturer

David L. Sedley

Associate Professor

Severine Fortune

Visiting Instructor

Monique Laird

Visiting Lecturer

AT BRYN MAWR:

Grace M. Armstrong

Chair, Eunice Morgan Schenck 1907 Professor, and major advisor

Francis Higginson

Chair and Associate Professor

Brigitte Mahuzier (on leave Fall 2015)

Professor

Rudy Le Menthéour (on leave 2015-16)

Associate Professor and Director of the Avignon Institute

Agnès Peysson-Zeiss

Lecturer

COURSES

FRENH001A001 ELEMENTARY FRENCH

Kathryne Adair Corbin

The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours each week) and non-intensive (five hours each week) sections. This is a year-long course; both semesters (001 and 002) are required for credit.; Humanities (HU)

FRENH002B001 ELEMENTARY FRENCH NON INTENSIVE*Kathryne Adair Corbin*

The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours each week) and non-intensive (five hours each week) sections. This is a year-long course; both semesters (001 and 002) are required for credit.; Humanities (HU)

FRENH003A001 INTERMEDIATE FRENCH NON INTENSIVE*Koffi Anyinéfa*

The emphasis on speaking and understanding French is continued, texts from French literature and cultural media are read, and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours each week) sections which are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters (003 and 004) are required for credit.; Prerequisite: FREN002 and department placement.; Humanities (HU)

FRENH004B001 INTERMEDIATE FRENCH*Koffi Anyinéfa*

The emphasis on speaking and understanding French is continued, texts from French literature and cultural media are read, and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours each week) sections which are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters (003 and 004) are required for credit.; Humanities (HU)

FRENH005A001 INTENSIVE INTERMEDIATE FRENCH*Koffi Anyinéfa*

The emphasis on speaking and understanding French is continued, literary and cultural texts are read, and increasingly longer papers are written in French. In addition to the three class meetings each week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in

the second semester. Open only to graduates of Intensive Elementary French or to students specially placed by the department. Students who are not graduates of Intensive Elementary must take either 102 or 105 in Semester II to receive credit.; Humanities (HU)

FRENH101A001 INTRODUCTION A L'ANALYSE LITTERAIRE ET CULTURELLE I*Kathryne Adair Corbin*

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises. Open only to graduates of Intermediate French or to students specially placed by the department.; Humanities (HU)

FRENH102B001 INTRODUCTION A L'ANALYSE LITTERAIRE ET CULTURELLE II*Koffi Anyinéfa*

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of works chosen from various genres and periods of French/Francophone works in their written and visual modes. Readings begin with comic theatre of the seventeenth and eighteenth centuries and build to increasingly complex nouvelles, poetry, and novels of the nineteenth and twentieth centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as are grammar review and laboratory exercises. Offered in second semester.; Prerequisite: FREN005, 101 or 103.; Humanities (HU)

FRENH105B001 DIRECTIONS DE LA FRANCE CONTEMPORAINE*Kathryne Adair Corbin*

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, readings are chosen from newspapers,

contemporary literary texts, magazines, and they are complemented by video materials. Offered in the second semester.; Prerequisite: FREN005, 101 or 103.; Humanities (HU)

FRENH202A001 CULTURE, FRANCE, RENAISSANCE

David Sedley

The topic of this course is not only sixteenth-century French culture but also the development of the basic elements that the idea of “French culture” presupposes: that of culture and that of France. How did these notions come about, and how were they joined into one entity? We will study this peculiar process, fundamental to Western modernity, by taking into account a series of Renaissance masterpieces in various genres (novel, story, essay, poetry, painting, architecture) as well as critical perspectives of our own era. Through this exploration, we will attempt to understand how new senses of identity, on national as well as individual levels (France and the self), took shape in a context of political and religious fragmentation (civil war and Reformation).

**FRENH212A001 GRAMMAIRE AVANCEE:
COMPOSITION ET CONVERSATION**

Kathryne Adair Corbin

A general review of the most common difficulties of the French language. Practice in composition, translation, and conversation.; Humanities (HU)

**FRENH212B001 GRAMMAIRE AVANCEE:
COMPOSITION ET CONVERSATION**

David Sedley

A general review of the most common difficulties of the French language. Practice in composition, translation, and conversation.; Humanities (HU)

**FRENH213A001 APPROCHES CRITIQUES ET
THÉORIQUES**

Koffi Anyinéfa

This course provides exposure to influential Twentieth-Century French theorists while bringing these thinkers to bear on appropriate literary texts. It hones students' critical skills while expanding their knowledge of French intellectual history. The explicitly critical aspect of the course will also serve students throughout their coursework, regardless of field.; Humanities (HU)

**FRENH253B001 INTRODUCTION TO
CONTEMPORARY QUEBECOIS LITERATURE**

Koffi Anyinéfa

Objective of the course is to introduce students to Quebecois literature through a representative sample of literary texts (poetry, novel and drama), from the Revolution Tranquille of the 1960s until today: what are its major themes, its main formal features, its cultural specificity? What are the historical and cultural contexts that have shaped it?; Prerequisite: FREN102 and 105; Humanities (HU)

**FRENH255B001 CINÉMA FRANÇAIS/FRANCOPHONE
ET COLONIALISME**

Koffi Anyinéfa

Fulfils Social Justice. A study of cinéastes from Black Africa, Arab North Africa and the Caribbean whose films treat the colonial and postcolonial experience.; Cross-listed in Comparative Literature.;

**FRENH312A001 ADVANCED TOPICS IN FRENCH
LITERATURE**

Koffi Anyinéfa

Cross-listed in Comparative Literature; Humanities (HU)

GENDER AND SEXUALITY STUDIES (BI-CO)

brynmawr.edu/gender

Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, "Interdisciplinary Perspectives on Sex and Gender." Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women's studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in a global context.

MINOR AND CONCENTRATION REQUIREMENTS

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).
- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of

Independent Study (480) may be used to fulfill this requirement.

- Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

STEERING COMMITTEE

Gregory Davis

Associate Professor of Biology

Hoang Nguyen

Associate Professor of English and Film Studies

H. Rosi Song

Associate Professor of Spanish (*on leave Fall 2015*)

Sharon Ullman

Chair and Professor of History and Director of Gender and Sexuality Studies

COURSES AT HAVERFORD

ANTH H200 B001 VIRUSES, HUMANS, VITAL POLITICS: AN ANTHROPOLOGY OF HIV & AIDS

ANTH H204 B001 GENDER & SEXUALITY IN ME

ANTH H216 A001 WOMEN AND POWER: BAD GIRLS-GENDER AND LABOR IN WORKING-CLASS AMERICA

ANTH H224 A001 MICROBES--ANIMALS--HUMANS: ETHNOGRAPHIC ADVENTURES IN MULTISPECIES WORLDS

ANTH H245 A001 ETHNOGRAPHY OF AFRICA: CULTURE, POWER, AND IDENTITY IN AFRICA	PEAC H309 A001 AGAINST DEATH: OPPOSING CAPITAL PUNISHMENT IN AMERICAN LITERATURE AND CULTURE
ANTHH306B001 EMPIRES OF SEX: RACE/GENDER/SEXUALITY/IMPERIALISM(S)	PEAC H316 B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA
ANTHH307B001 PERFORMING IDENTITY: RACE/GENDER/SEXUALITY IN THEORY AND PRACTICE	PHIL105A001 LOVE, FRIENDSHIP, AND THE ETHICAL LIFE
COML H262 A001 POST-WALL GERMAN FILM	PHIL H106 A001 THE PHILOSOPHY OF CONSCIOUSNESS AND THE PROBLEM OF EMBODIMENT
COML H316 B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA	POLS H242 A001 WOMEN IN WAR AND PEACE
EALC H310 B001 SEX AND GENDER IN JAPANESE BUDDHISM	POLS H243 A001 THE EXOTIC OTHER: GENDER AND SEXUALITY IN AFRICA AND THE MIDDLE EAST
ENGL H207 A001 CRUISING HOME: QUEER KINSHIP IN THEORY AND PRACTICE	PSYC H223 B001 PSYCHOLOGY OF HUMAN SEXUALITY
ENGL H301 B001 TOPICS IN MIDDLE ENGLISH: THE ROMANCE OF ANTIQUITY	RELG H104 A001 RELIGION AND SOCIAL ETHICS
ENGL H307 B001 PERFORMING IDENTITY: RACE/GENDER/SEXUALITY IN THEORY AND PRACTICE	RELG H221 A001 WOMEN AND GENDER IN EARLY CHRISTIANITY
ENGL H309 A001 AGAINST DEATH: OPPOSING CAPITAL PUNISHMENT IN AMERICAN LITERATURE AND CULTURE	RELG H229 B001 BLACK RELIGION AND WOMANIST THOUGHT
ENGL H364 A001 AFTER MASTERY: TRAUMA, RECONSTRUCTION, AND THE LITERARY EVENT	RELG H305 B001 SEMINAR IN RELIGION, ETHICS, AND SOCIETY: RELIGION AND ETHNOGRAPHY
ENGL H377 A001 PROBLEMS IN POSTCOLONIAL LITERATURE	RELG H310 B001 SEX AND GENDER IN JAPANESE BUDDHISM
ENVS H224 A001 MICROBES--ANIMALS--HUMANS: ETHNOGRAPHIC ADVENTURES IN MULTISPECIES WORLDS	RELG H312 A001 RITUAL AND THE BODY
GERM H262 A001 POST-WALL GERMAN FILM	RELG H330 A001 SEMINAR IN THE WRITINGS OF WOMEN OF AFRICAN DESCENT
GERM H320 B001 IMPOSSIBLE REPRESENTATIONS:THE HOLOCAUST IN LITERATURE AND FILM	SPANH316B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA
GERM H320 A001 CONTEMPORARY GERMAN FICTION (IN GERMAN)	SPAN H322 A001 POLITICS OF MEMORY IN LATIN AMERICA
HIST H204 A001 HISTORY OF GENDER AND U.S. WOMEN TO 1870	WRPR H169 A001 IMAGINING OTHER FUTURES: ART, POETRY, AND SOCIAL CHANGE
HIST H221 B001 SLAVERY, AGENCY AND IDEOLOGIES	
HIST H307 B001 GENDER, RACE, AND CLASS IN THE AMERICAS	
HIST H310 A001 POLITICAL TECHNOLOGIES OF RACE AND THE BODY	
HLTH H224 A001 MICROBES--ANIMALS--HUMANS: ETHNOGRAPHIC ADVENTURES IN MULTISPECIES WORLDS	
HLTH H303 B001 PRECARIOUS LIFE: ILLNESS, DISABILITY, AND QUEER POLITICS	
HLTH H306 B001 EMPIRES OF SEX: RACE/GENDER/SEXUALITY/IMPERIALISM(S)	
HLTHH310A001 POLITICAL TECHNOLOGIES OF RACE AND THE BODY	
HLTH H311 A001 REPRODUCTIVE HEALTH AND JUSTICE	
ICPR H219 A001 THE ONE, THE TWO AND THE MANY: READINGS IN FEMINIST PHILOSOPHY	
ICPR H281 A001 VIOLENCE AND PUBLIC HEALTH	
ICPR H290 A001 INTERDISCIPLINARY PERSPECTIVES ON GENDER	
ICPR H311 A001 REPRODUCTIVE HEALTH AND JUSTICE	
LATN H202 A001 ADVANCED LATIN LITERATURE: OVID'S LOVE POETRY	
PEAC H169 A001 IMAGINING OTHER FUTURES: ART, POETRY, AND SOCIAL CHANGE	
PEAC H207 A001 CRUISING HOME: QUEER KINSHIP IN THEORY AND PRACTICE	
PEAC H219 A001 THE ONE, THE TWO AND THE MANY: READINGS IN FEMINIST PHILOSOPHY	
PEAC H303 B001 PRECARIOUS LIFE: ILLNESS, DISABILITY, AND QUEER POLITICS	
	COURSES AT BRYN MAWR
	ANTH B102 INTRODUCTION TO CULTURAL ANTHROPOLOGY
	ANTH B238 CHINESE CULTURE AND SOCIETY
	ANTH B239 ANTHROPOLOGY OF MEDIA
	ANTH B248 RACE, POWER AND CULTURE
	ANTH B268 CULTURAL PERSPECTIVES ON MARRIAGE AND FAMILY
	ANTH B287 SEX, GENDER AND CULTURE
	ANTH B312 ANTHROPOLOGY OF REPRODUCTION
	ANTH B316 MEDIA, PERFORMANCE, AND GENDER IN SOUTH ASIA
	ANTH B354 IDENTITY, RITUAL AND CULTURAL PRACTICE IN CONTEMPORARY VIETNAM
	ARCH B224 WOMEN IN THE ANCIENT NEAR EAST
	ARCH B234 PICTURING WOMEN IN CLASSICAL ANTIQUITY
	ARCH B254 CLEOPATRA
	ARTD B240 DANCE HISTORY I: ROOTS OF WESTERN THEATER DANCE
	ARTD B250 PERFORMING THE POLITICAL BODY
	BIOL B214 THE HISTORICAL ROOTS OF WOMEN IN GENETICS AND EMBRYOLOGY
	CITY B205 SOCIAL INEQUALITY
	CITY B237 THEMES IN MODERN AFRICAN HISTORY
	CITY B335 TOPICS IN CITY AND MEDIA

COML B214 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE	ENGL B297 TERROR, PLEASURE, AND THE GOTHIC IMAGINATION
ITALY TODAY	ENGL B301 WOMEN ON TOP: GENDER AND POWER IN RENAISSANCE DRAMA
COML B220 WRITING THE SELF IN THE MIDDLE AGES	ENGL B310 CONFESSIONAL POETRY
COML B237 THE DICTATOR NOVEL IN THE AMERICAS	ENGL B313 ECOLOGICAL IMAGININGS
COML B245 INTERDISCIPLINARY APPROACHES TO GERMAN LITERATURE AND CULTURE	ENGL B333 LESBIAN IMMORTAL
COML B302 LE PRINTEMPS DE LA PAROLE FÉMININE: FEMMES ÉCRIVAINS DES DÉBUTS	ENGL B334 TOPICS IN FILM STUDIES
COML B321 ADVANCED TOPICS IN GERMAN CULTURAL STUDIES	ENGL B345 TOPICS IN NARRATIVE THEORY
COML B322 QUEENS, NUNS, AND OTHER DEViants IN THE EARLY MODERN IBERIAN WORLD	ENGL B354 VIRGINIA WOOLF
COML B340 TOPICS IN BAROQUE ART	ENGL B355 PERFORMANCE STUDIES
COML B345 TOPICS IN NARRATIVE THEORY	ENGL B365 EROTICA: LOVE AND ART IN PLATO AND SHAKESPEARE
COML B365 EROTICA: LOVE AND ART IN PLATO AND SHAKESPEARE	ENGL B367 ASIAN AMERICAN FILM VIDEO AND NEW MEDIA
CSTS B175 FEMINISM IN CLASSICS	ENGL B368 PLEASURE, LUXURY, AND CONSUMPTION
CSTS B230 FOOD AND DRINK IN THE ANCIENT WORLD	ENGL B373 MASCULINITY IN ENGLISH LITERATURE: FROM CHIVALRY TO CIVILITY
CSTS B234 PICTURING WOMEN IN CLASSICAL ANTIQUITY	ENGL B379 THE AFRICAN GRIOT(TE)
CSTS B246 EROS IN ANCIENT GREEK CULTURE	FREN B201 LE CHEVALIER, LA DAME ET LE PRÊTRE: LITTÉRATURE ET PUBLICS DU MOYEN AGE
EALC B315 SPIRITS, SAINTS, SNAKES, SWORDS: WOMEN IN EAST ASIAN LITERATURE & FILM	FREN B248 HISTOIRE DES FEMMES EN FRANCE
ECON B324 THE ECONOMICS OF DISCRIMINATION AND INEQUALITY	FREN B302 LE PRINTEMPS DE LA PAROLE FÉMININE: FEMMES ÉCRIVAINS DES DÉBUTS
EDUC B290 LEARNING IN INSTITUTIONAL SPACES	FREN B670 HYSTERICS, SAINTS, MYSTICS AND CRIMINALS IN FRANCE'S SECULAR REPUBLIC
ENGL B193 CRITICAL FEMINIST STUDIES	GERM B245 INTERDISCIPLINARY APPROACHES TO GERMAN LITERATURE AND CULTURE
ENGL B203 IMAGINED WORLDS: UTOPIA AND DYSTOPIA IN LITERATURE	GERM B321 ADVANCED TOPICS IN GERMAN CULTURAL STUDIES
ENGL B210 RENAISSANCE LITERATURE: PERFORMANCES OF GENDER	GNST B223 ACTING IN PRISON: VISION AS RESOURCE FOR CHANGE
ENGL B216 RE-CREATING OUR WORLD: VISION, VOICE, VALUE	GNST B290 INTERDISCIPLINARY PERSPECTIVES ON GENDER AND SEXUALITY
ENGL B217 NARRATIVES OF LATINIDAD	GREK B201 PLATO AND THUCYDIDES
ENGL B218 ECOLOGICAL IMAGININGS	HART B107 CRITICAL APPROACHES TO VISUAL REPRESENTATION: SELF AND OTHER IN THE ARTS OF FRANCE
ENGL B221 ROARING GIRLS & RANTING WIDOWS: NARRATIVES OF CRIME	HART B108 CRITICAL APPROACHES TO VISUAL REPRESENTATION: WOMEN, FEMINISM, AND HISTORY OF ART
ENGL B228 SILENCE: THE RHETORICS OF CLASS, GENDER, CULTURE, RELIGION	HART B234 PICTURING WOMEN IN CLASSICAL ANTIQUITY
ENGL B232 PIRATES IN THE POPULAR IMAGINATION	HART B334 TOPICS IN FILM STUDIES
ENGL B237 LATINO DICTATOR NOVEL IN AMERICAS	HART B340 TOPICS IN BAROQUE ART
ENGL B254 FEMALE SUBJECTS: AMERICAN LITERATURE 1750-1900	HART B367 ASIAN AMERICAN FILM, VIDEO AND NEW MEDIA
ENGL B261 TOPICS: FILM AND THE GERMAN LITERARY IMAGINATION	HEBR B115 WOMEN IN JUDAISM: HISTORY, TEXTS, PRACTICES
ENGL B262 SURVEY IN AFRICAN AMERICAN LITERATURE	HIST B102 INTRODUCTION TO AFRICAN CIVILIZATIONS
ENGL B263 TONI MORRISON AND THE ART OF NARRATIVE CONJURE	HIST B115 WOMEN IN JUDAISM: HISTORY, TEXTS, PRACTICES
ENGL B270 AMERICAN GIRL: CHILDHOOD IN U.S. LITERATURES, 1690-1935	HIST B156 THE LONG 1960'S
ENGL B272 QUEER OF COLOR CRITIQUE	HIST B214 THE HISTORICAL ROOTS OF WOMEN IN GENETICS AND EMBRYOLOGY
ENGL B284 WOMEN POETS: GIVING EURYDICE A VOICE	HIST B229 FOOD AND DRINK IN THE ANCIENT WORLD
ENGL B293 CRITICAL FEMINIST STUDIES: AN INTRODUCTION	HIST B237 TOPIC: MODERN AFRICAN HISTORY

HIST B238 FROM BORDELLOS TO CYBERSEX
HISTORY OF SEXUALITY IN MODERN EUROPE

HIST B249 HISTORY OF GLOBAL HEALTH

HIST B284 MOVIES AND AMERICA

HIST B303 TOPICS IN AMERICAN HISTORY

HIST B325 TOPICS IN SOCIAL HISTORY

HIST B332 HIGHER EDUCATION FOR WOMEN: BRYN MAWR AND BEYOND

ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE

ITAL B304 IL RINASCIMENTO IN ITALIA E OLTRE

PHIL B205 MEDICAL ETHICS

PHIL B221 ETHICS

PHIL B225 GLOBAL ETHICAL ISSUES

PHIL B252 FEMINIST THEORY

PHIL B344 DEVELOPMENT ETHICS

PHIL B352 FEMINISM AND PHILOSOPHY

PHIL B365 EROTICA: LOVE AND ART IN PLATO AND SHAKESPEARE

POLS B225 GLOBAL ETHICAL ISSUES

POLS B253 FEMINIST THEORY

POLS B262 WHO BELIEVES WHAT AND WHY: THE SOCIOLOGY OF PUBLIC OPINION

POLS B290 POWER AND RESISTANCE

POLS B344 DEVELOPMENT ETHICS

POLS B352 FEMINISM AND PHILOSOPHY

POLS B365 EROTICA: LOVE AND ART IN PLATO AND SHAKESPEARE

POLS B375 GENDER, WORK AND FAMILY

POLS B393 U.S. WELFARE POLITICS: THEORY AND PRACTICE

PSYC B340 WOMEN'S MENTAL HEALTH

SOCL B102 SOCIETY, CULTURE, AND THE INDIVIDUAL

SOCL B201 THE STUDY OF GENDER IN SOCIETY

SOCL B205 SOCIAL INEQUALITY

SOCL B217 THE FAMILY IN SOCIAL CONTEXT

SOCL B225 WOMEN IN SOCIETY

SOCL B257 MARGINALS AND OUTSIDERS: THE SOCIOLOGY OF DEVIANC

SOCL B262 WHO BELIEVES WHAT AND WHY: THE SOCIOLOGY OF PUBLIC OPINION

SOCL B350 MOVEMENTS FOR SOCIAL JUSTICE IN THE US

SOCL B375 GENDER, WORK AND FAMILY

SPAN B217 NARRATIVES OF LATINIDAD

SPAN B223 GÉNERO Y MODERNIDAD EN LA NARRATIVA DEL SIGLO XIX

SPAN B237 LATINO DICTATOR NOVEL IN AMERICAS

SPAN B265 ESCRITORAS ESPAÑOLAS: ENTRE TRADICIÓN, RENOVACIÓN Y MIGRACIÓN

SPAN B309 LA MUJER EN LA LITERATURA ESPAÑOLA DEL SIGLO DE ORO

SPAN B322 QUEENS, NUNS, AND OTHER DEVIANTS IN THE EARLY MODERN IBERIAN WORLD

GEOLOGY AT BRYN MAWR COLLEGE

brynmawr.edu/geology

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geoarchaeology or geochemistry.

The department seeks to give students a well-rounded earth science education that balances fundamental knowledge of geology with broadly applicable problem-solving and communication skills. The integrated science of geology combines biology, chemistry and physics as they apply to the workings of Earth and other planets. Well-trained geoscientists are increasingly in demand to address the environmental challenges and natural resource limitations of the modern world. A central tenet for understanding and predicting Earth processes and environmental change is the ability to decipher past Earth history from geologic records. Thus the major in Geology includes study of the physics and chemistry of Earth materials and processes; the history of the Earth and its organisms; and the range of techniques used to investigate the past and present workings of the Earth system. Field and lab experiences are essential parts of geology training, and at Bryn Mawr field trips and lab work are part of all introductory courses, most other classes, and most independent research projects.

MAJOR REQUIREMENTS

Thirteen courses are required for the major: GEOL 101 and 102 or 103; 202, 203, 204, and 205; at least two semesters of quantitative or computational coursework, e.g., MATH 101 and 102 or alternates approved by the adviser; a two semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122); GEOL 399; and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics, or computer science.

The writing requirement for the major in Geology is fulfilled in GEOL 203. This course includes a semester-long research project culminating in a scientific manuscript based on material collected in the field by enrolled students.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors participate in a senior capstone experience (GEOL 399), which is structured into a two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). The focus of the capstone seminar is to reinforce students' ability to address geoscience questions and to communicate their findings in writing and orally. The team-taught senior seminar integrates the student's major curriculum with weekly speakers or peer-led discussions on cutting edge research, and the impact and relevance of geology to modern society.

THESIS

At the discretion of the department faculty, rising seniors may undertake an independent thesis project (GEOL 403) in addition to mandatory full participation in the senior capstone seminar (GEOL 399). Student thesis projects must be supervised by a faculty advisor. The senior thesis is modeled after a Master's thesis project, but is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed and agreed upon through consultation between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas

concerning scientific literature, methodologies and project support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

If approved to undertake a senior thesis, a student will enroll in GEOL 403 each of her final two semesters for a total of 1.0 credit (0.5 credits per semester). The thesis option adds the equivalent of one course to the standard Geology major requirements. The first semester will focus on thesis topic formulation, background research and initiation of appropriate data acquisition. At the end of the first semester, the student must submit a formal written project proposal to department faculty members. This research proposal must demonstrate the student's ability to successfully complete her thesis during the following semester. Following review of submitted proposals, students or faculty members may choose or recommend, respectively, not to complete the independent thesis, in which case the student would not enroll for the second semester of GEOL 403.

HONORS

Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

MINOR REQUIREMENTS

A minor in geology consists of two 100-level geology courses, and any four of the 200- or 300-level courses offered by the department. Two 0.5 credit courses may be combined to count toward one of the 100-level courses. Alternatively, an additional 200- or 300-level course may be substituted for one of the 100-level courses to meet the minor requirements.

CONCENTRATION IN GEOARCHAEOLOGY

The geoarchaeology concentration allows students majoring in anthropology, archaeology, or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the

geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology) or Peter Magee (Archaeology).

CONCENTRATION IN GEOCHEMISTRY

The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes Earth chemistry. Paperwork for the concentration should be filed at the same time as the major work plan. For a Geology Major with a concentration in Geochemistry, the following are required in addition to Geology Major requirements: CHEM 103 (General Chemistry) and CHEM 104 (General Chemistry II), CHEM 211(Organic Chemistry) or CHEM 231 (Inorganic Chemistry), GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires major advisor approval), one additional 300-level geochemistry-themed GEOL course or one additional advanced CHEM course. For a Chemistry Major with a concentration in Geochemistry, the following are required in addition to Chemistry major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works), GEOL 202 (Mineralogy/ Crystal Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marenco, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry).

Concentration in Geoarchaeology

The geoarchaeology concentration allows students majoring in anthropology, archaeology or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved

in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; ARCH 101, ANTH 101, or ARCH 135 (a half-credit laboratory course in archaeological fieldwork methods); and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

FACULTY

Don Barber

Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

Selby Cull

Assistant Professor of Geology (*on leave Fall 2015*)

Katherine Marenco

Lecturer in Geology

Pedro Marenco

Associate Professor of Geology (*on leave 2015-16*)

Arlo Weil

Chair and Professor of Geology

COURSES

GEOL B101 HOW THE EARTH WORKS

Marenco, K., Weil, A.

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend. (Fall 2015)

GEOL B102 EARTH: LIFE OF A PLANET

Marenco, K.

The history of the Earth from its beginning,

including its climate and tectonic history and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required two-day (Sat-Sun) field trip is taken in April.

GEOL B103 EARTH SYSTEMS AND THE ENVIRONMENT

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of human energy consumption, industrial development, and land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required field trip is taken in April. (Not Offered 2015-2016)

GEOL B109 QUANTITATIVE PROBLEMS IN THE EARTH SCIENCE

An introduction to quantitative methods used for solving problems in Earth science. We will examine a wide variety of geologic questions: seismicity and earthquakes, volcanic activity, landslide triggers, flooding patterns, and more. We will then practice a range of quantitative techniques to approach those questions, both from a broad, global perspective and by examining current, relevant case studies. Prerequisite: Quantitative Readiness Required. (Not Offered 2015-2016)

GEOL B110 FOCUS: EXPLORING TOPICS IN THE EARTH SCIENCES

This half-credit Focus course explores engaging topics in the Earth Sciences at a level appropriate for students with no prior coursework in geology. Course content varies. Recent topics include Living with Volcanoes, Origin of Life, Geology in Film, and Earth's Future Climate. (Not Offered 2015-2016)

GEOL B125 FOCUS: GEOLOGY IN FILM

This is a half semester Focus course. Geologic processes make for great film storylines, but filmmakers take great liberty with how they depict scientific “facts” and scientists. We will explore how and why filmmakers choose to deviate from science reality. We will study and view one film per week and discuss its issues from a geologist’s perspective. (Not Offered 2015-2016)

GEOL B202 MINERALOGY AND CRYSTAL CHEMISTRY

Cull, S.

The crystal chemistry of representative minerals as well as the relationship between the physical properties of minerals and their structures and

chemical compositions. Emphasis is placed on mineral identification and interpretation. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. One required field trip on a weekend. Prerequisite: introductory course in Geology or Chemistry (both recommended, one required).

GEOL B203 INVERTEBRATE PALEOBIOLOGY

Marenco,K.

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a one-day field trip to central Pennsylvania.

GEOL B204 STRUCTURAL GEOLOGY

Weil,A.

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus a required three-day, weekend field trip. Prerequisite: GEOL 101 and MATH 101.

GEOL B205 SEDIMENTARY MATERIALS AND ENVIRONMENTS

Barber,D.

An introduction to sediment transport, depositional processes, and stratigraphic analysis, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a one-day field trip. Prerequisite: GEOL 101, 102, or 103 or permission of instructor. Recommended: GEOL B202 and B203.

GEOL B206 ENERGY RESOURCES AND SUSTAINABILITY

Barber,D.

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the

science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

GEOL B209 NATURAL HAZARDS

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor. Crosslisting(s): CITY-B210 (Not Offered 2015-2016)

GEOL B236 EVOLUTION

Davis,G.

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week. Crosslisting(s): BIOL-B236; ANTH-B236

GEOL B250 COMPUTATIONAL METHODS IN THE SCIENCES

Record,S.

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week. Crosslisting(s): BIOL-B250

GEOL B270 GEOARCHAEOLOGY

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course

in anthropology, archaeology or geology.
Crosslisting(s): ARCH-B270; ANTH-B270
(Not Offered 2015-2016)

GEOL B298 APPLIED ENVIRONMENTAL SCIENCE SEMINAR

This project-oriented seminar aims to foster student skills in research, analysis and synthesis of information in the interdisciplinary field of applied environmental science, with a specific focus on renewable energy. Students will conduct research on alternative energy options that could potentially be implemented at Bryn Mawr. Prerequisite: Advanced standing (Junior/Seniors).

GEOL B299 GEOLOGY FIELD SHORT COURSE

Weil, A.

Geology majors choosing to participate in the annual Fall- or Spring-Break Geology Department Field Trip must enroll in GEOL B299. Enrollment in this class does not guarantee a spot on the field trip. Several pre-trip class meetings help maximize student engagement on the trip by providing a forum for discussing the assigned readings. During the week-long field trip, students are exposed to geologic field methods while visiting sites that exemplify different geology from that at sites near campus. Geologic methods introduced include proper field note-taking, mapping and measuring geologic structures, and interpreting geologic history. Culminating work introduces students to geologic illustration and report writing. A passing grade requires full participation and engagement by the student before, during and after the field trip. At least one post-trip meeting is held on campus to synthesize the material covered, and to go over students' final reports. Prerequisite: GEOL B101, B102 or B103; and GEOL B202, B203, B204 or B205.

GEOL B301 HIGH-TEMPERATURE GEOCHEMISTRY

Principles and theory of various aspects of geochemistry in rock systems, focusing on applications of chemistry to the study of igneous and metamorphic rocks. Three hours of lecture per week. Prerequisites: GEOL B202, CHEM B103 and B104 or consent of the instructor. (Not Offered 2015-2016)

GEOL B302 LOW-TEMPERATURE GEOCHEMISTRY

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval. (Not Offered 2015-2016)

GEOL B304 TECTONICS

Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor. (Not Offered 2015-2016)

GEOL B305 IGNEOUS AND METAMORPHIC PETROLOGY

The study of igneous and metamorphic rocks, including their origins and modes of occurrence. The focus is on understanding how these rocks form, and on applying a combination of field methods, laboratory techniques, and theoretical understanding to interpret the origins of igneous and metamorphic rocks. The class will build on the study of mineralogy by examining assemblages of coexisting minerals, and what those assemblages reveal about the pressure, temperature, and chemical conditions under which a rock must have formed. For a culminating term project we will conduct an intensive study of local metamorphic rocks. Three lecture hours weekly and one weekly lab. One weekend field trip. Prerequisites: GEOL 202. (Not Offered 2015-2016)

GEOL B310 INTRODUCTION TO GEOPHYSICS

Weil, A.

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.

GEOL B314 MARINE GEOLOGY

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior). (Not Offered 2015-2016)

GEOL B350 ADVANCED TOPICS IN GEOLOGY

Cull,S., Barber,D.

This is a topics course. Course content varies. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change. Current topic description: This seminar for advanced geology, archaeology and anthropology majors attempts to synthesize published literature on global climate and sea-level variability during the most recent 10,000 years of earth history, known as the Holocene epoch. Weekly discussions led by the instructor and student participants will review how past climate and sea-level records are constructed and how these records are interpreted as responses to external/internal forcings, perturbations and periodic oscillations. Current topic description: The course examines the geology of solid bodies of the Solar System, including terrestrial planets, icy moons of gas giants, asteroids, and comets. We will review the formation of Solar System, and trace subsequent chemical and structural evolution of major planetary bodies. Students examine data from recent/ongoing space missions and read/critique literature on major controversies in planetary science. Prerequisites: Geo 101 or 102, and at least one 200-level GEO course, or professor approval.

GEOL B399 SENIOR CAPSTONE SEMINAR

A capstone seminar course required for all Geology majors. All Geology seniors will be required to participate in this two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). Enrollment required in two half-credit courses, one in the fall and one in the spring semester of the senior year. The focus of the seminar will

be to integrate the student's major curriculum into open peer-led discussions on cutting edge research in the many diverse fields of Geology, to discuss the impact and relevance of Geology to modern society, and to work on oral and written communication skills.

GEOL B403 SUPERVISED RESEARCH

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project, which is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

GERMAN AND GERMAN STUDIES (BI-CO)

brynmawr.edu/german

The Bi-College Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German is to lay the foundation for a critical understanding of German culture in its contemporary international context and its larger political, social, and intellectual history. To this end, we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, institutions, political systems, and arts and sciences.

Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism and those interested in studying German and German-speaking cultures from the perspective of history, history of ideas, history of art and architecture, history of religion, linguistics, mass media, philosophy, politics, urban anthropology, and folklore.

A thorough knowledge of German is a common goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. Many German majors are encouraged to take courses in interdisciplinary areas, such as Comparative Literature, History, Political Science, Philosophy, Music, and Feminist and Gender Studies.

MAJORING AND MINORING IN GERMAN STUDIES

The German major consists of ten units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German Studies concentration.

A. A literature concentration normally follows the sequence 201 and/or 202; 205 or 206, or 214, 215; plus additional courses to complete the ten units, two of them at the 300 level; and finally one semester of Senior Conference.

B. A German Studies major normally includes 223 and/or 224; one 200 and one 300 level course in German literature; three courses (at least one should be a 300 level course) in subjects central to aspects of German culture, history, or politics; and one semester of German 321 (Advanced Topics in German Cultural Studies). Students majoring in German are encouraged to study at one semester in their junior year in German-speaking countries.

C. A minor in German and German Studies consists of six units of work. To earn a minor, students are normally required to take German 201 or 202, five additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. One upper-level course may be chosen with the approval of the department from the recommended electives for German Studies majors.

SENIOR THESIS

All of our majors are required to write a senior thesis in German, or—if they are double majors—to produce a thesis in a related discipline that has significant overlap with their work in German. They typically take a 300-level seminar in fall and write a research term paper which often becomes the foundation for their senior project. In the spring semester they take the mandatory senior conference consisting of weekly two-hour meetings and discussions of thesis proposals and drafts with their adviser(s). In the process of writing the senior thesis, students should acquire and demonstrate a) the capacity to conceive a persuasive and well-designed research project b) the language skills to find, read, and evaluate primary and secondary materials, and synthesize information. c) the analytical and methodological skills to produce an original and critical research project.

STUDY ABROAD

We encourage students majoring in German to spend time in German-speaking countries in the course of their undergraduate studies. Possibilities include summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs (Berlin, Freiburg, Vienna).

REQUIREMENTS FOR HONORS

Any student whose grade point average in the major at the end of the senior year is 3.8 or above qualifies by grade point average alone for departmental honors. Students whose major grade point average at the end of the senior year is 3.6 or better, but not 3.8, are eligible for departmental honors.

FACULTY

AT HAVERFORD COLLEGE

Ulrich Schönher (Co-Chair) (on leave 2015-16)

Associate Professor of German and Comparative Literature

Imke Brust

Assistant Professor of German

Brook Henkel

Visiting Assistant Professor of German

AT BRYN MAWR COLLEGE

Azade Seyhan (Co-Chair)

Professor of German and Comparative Literature

David Kenosian, Ph.D.

Lecturer

COURSES

001, 002. ELEMENTARY GERMAN

Meets five hours a week with the individual class instructor, one hour with student drill instructor. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. This is a year-long course; both semesters are required for credit. (Henkel, Kenosian)

101, 102. INTERMEDIATE GERMAN

Meets three hours a week with the individual class instructor, one hour with student drill instructor. Thorough review of grammar, exercises in

composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. (Brust, Seyhan)

201/202. ADVANCED TRAINING: LANGUAGE, TEXT, CONTEXT

Meets three hours a week with the individual class instructor. This course is intended for students who wish to refine their speaking, writing, and reading skills beyond the intermediate level. Designed as a comprehensive introduction to modern German culture, we will discuss a variety of literary, political, and philosophical texts, including feature films and video materials. In addition, students have the opportunity to enrich the curriculum, by giving class reports on current events of their choice. Weekly grammar reviews will complement these activities. (Henkel, Seyhan) (Fall 2015/Spring 2016)

212. READINGS IN GERMAN INTELLECTUAL HISTORY: MARX, NIETZSCHE, FREUD AND THE RHETORIC OF MODERNITY (SEYHAN)

215. SURVEY OF GERMAN LITERATURE

This course serves as an introduction to the history and analysis of German-language literature from around 1770 to the present. Covering a cross-section of key authors and movements, students will develop an understanding of literary works in relation to their historical contexts, while sharpening abilities in the analysis and interpretation of poetry, prose, and drama. We will focus on short texts by writers like Goethe, Tieck, Heine, Büchner, Stifter, Kafka, Benn, Brecht, Bachmann, and Bernhard, and also explore interrelations between literature and other art forms such as music and painting. Students will improve their language skills through close readings, in-class presentations, and short essays. Texts and discussions in German. (Brust)

223. TOPICS IN GERMAN CULTURAL STUDIES: REMEMBERED VIOLENCE (KENOSIAN)

262. POST-WALL GERMAN FILM

This course provides a brief introduction to film studies and explores in particular post-wall German film. We will investigate how the selected films represent ideas of the nation visually, and how they aim to create or deconstruct certain myths of the German nation. Furthermore,

this course will scrutinize in what ways the films depict issues of gender and race as part of the German national narrative struggle. In conclusion, we will focus on the role of memory within the national consciousness, and how certain post-wall German films fit within the heated discussion about a normalization of German history, which the reunification entailed. (Taught in English with an extra session in German.) (Brust)

320. CONTEMPORARY GERMAN FICTION (IN GERMAN)

Taught in German. One of the most interesting and exciting aspects of contemporary German-speaking literature is its aesthetic diversity, which eludes any clear-cut literary-historical definition. Instead, we are confronted with the co-existence of multiple aesthetic models, including documentary, feminist, meta-fictional, autobiographical, and immigrant literatures -- compelling evidence that the notion of a single German literature has become totally obsolete. The course is designed to reflect this aesthetic plurality that has shaped German-speaking culture over the past several decades. Focusing on exemplary texts, the seminar will closely examine the diverging literary concepts and writing practices, characteristic of the literary scene today. Readings include texts and films by Kehlmann, Hubert Fichte, Weiss, Kirchhoff, Judith Herrmann, Haneke, Jelinek, Handke, Wenders, Sebald, Ledig, Timm, Ransmayr, Herta Müller, and Ingo Schulze. (Henkel)

320. SCIENCE AS FICTION

Taught in English. How does scientific knowledge inform and influence literature? How do scientific texts make use of literary strategies and rhetorical devices in order to produce and disseminate new knowledge? Bringing together primary texts from the history of science with key literary works from Goethe to cyberpunk, this seminar will introduce students to the interdisciplinary study of relations between science and literature. Despite disciplinary divisions, literature and the sciences converge strikingly in terms of their shared objects of inquiry, theoretical assumptions, and representational strategies. We will investigate how foundational concepts in the fields of chemistry, biology, physics, psychology, and cybernetics have profoundly shaped modern fiction. While taking seriously scientific claims

of truth and objectivity, we will also discuss how scientists have historically drawn on the resource of fiction as a form of knowing and communicating. Primary texts will include works by Goethe, Mary Shelley, Poe, Mesmer, Darwin, Zola, Bram Stoker, Ernst Mach, Musil, Kafka, Einstein, Calvino, Norbert Wiener, Pynchon, and William Gibson. (Henkel)

321. GERMAN COLONIALISM AND WORLD WAR I

This course will provide a historical overview of German colonial history in Africa, and critically engage with its origins, processes, and outcomes. We will first scrutinize colonial efforts by individual German states before the first unification of Germany in 1871, and then investigate the colonialism of Imperial Germany. In particular, we will focus on the time after the 1884/1885 Berlin Conference that sought to regulate the so-called "Scramble for Africa" and explore how the First World War was related to Germany's colonial ambitions. Moreover, we will engage with the parallel development of the German national and colonial project and the Social Darwinist thinking that influenced and contributed to the racialization of German national identity. (Brust)

H 399 SENIOR CONFERENCE (SCHÖNHERR/BRUST/HENKEL)

COURSES (NOT OFFERED IN 2015-2016)

- 200. INTRODUCTION TO COMPARATIVE LITERATURE
- 223. GERMAN CULTURE AND FRENCH REVOLUTION
- 223. KAFKA'S PRAGUE
- 224. INTRODUCTION TO GENRE STUDIES: THE NOVELLA
- 224. INTRODUCTION TO MODERN GERMAN LITERATURE (1880-1933)
- 231. CULTURAL PROFILES IN MODERN EXILE
- 245. SEXUALITIES AND GENDER IN GERMAN LITERATURE AND FILM
- 262. HISTORY OF EUROPEAN FILM
- 305. MODERN GERMAN DRAMA
- 320. SEX-CRIME-MADNESS: THE BIRTH OF MODERN LITERATURE AND THE AESTHETICS OF TRANSGRESSION
- 320. IMPOSSIBLE REPRESENTATIONS: THE HOLOCAUST IN LITERATURE AND FILM
- 320. INTERMEDIAL TRANSFORMATIONS: MUSICO-ACOUSTIC IMAGINATIONS IN LITERATURE AND FILM
- 321. LITERATURE AND NEW MEDIA: FROM THE GUTENBERG-GALAXY TO CYBERSPACE
- 321. BERLIN/GERMANY FROM A TRANSNATIONAL PERSPECTIVE

Please direct further questions to Ulrich Schönherr at Haverford College; e-mail: uschoenh@haverford.edu, or Azade Seyhan at Bryn Mawr College; e-mail: aseyhan@brynmawr.edu

GROWTH AND STRUCTURE OF CITIES

AT BRYN MAWR COLLEGE

brynmawr.edu/cities

Students may complete a major or minor in Growth and Structure of Cities. Complementing the major, students may complete a minor in Environmental Studies, or a concentration in Latin American, Latino, and Iberian Peoples and Cultures. Students also may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.

The interdisciplinary Growth and Structure of Cities major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

MAJOR REQUIREMENTS

A minimum of 15 courses (11 courses in Cities and four allied courses in other related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that

entails extended analysis and writing (229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

Writing across multiple disciplines is central to the major, drawing on sources as varied as architectural and visual studies, ethnographic fieldwork, archival and textual study, theoretical reflection and policy engagement. Students will begin to write and receive commentary on their arguments and expression from their introductory classes through their required capstone thesis. While most courses in the major have important writing components, at the moment City 229 acts as our primary writing-intensive course, asking students to draw upon the breadth of their interests to focus on researching, writing and rewriting within a comparative framework. We will be expanding our pedagogy in this area over time in conjunction with college initiatives and student feedback. At the same time, students are encouraged to use other classes within the major to develop a range of skills in methods, theory, and presentations, oral and written.

In addition to these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. One of these should be a methods class. The student should also take the 0.5 credit junior seminar (298) during one semester of their junior year. At least two must be at the 300 level. In the senior year, a capstone course is required of all majors. Most students join together in a research seminar, CITY 398, in the Fall of that year. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Finally, each student must also identify four courses outside Cities that represent additional expertise to complement her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology, or anthropology for students more focused on the social sciences and planning, or courses that build on language, design, or regional interests. Any minor, concentration, or second major also fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural design, who will need to arrange studio courses (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first year. Likewise, students interested in pursuing a minor in Environmental Studies should consult with Ellen Stroud early in their career, and those interested in pursuing a concentration in Iberian, Latin American, and Latino/a themes or in Global Asian Studies should consult with Gary McDonogh.

Please note, many courses in the department as well as cross-listed courses are not given every year. They should also note that courses may carry prerequisites in cities, art history, economics, history, sociology, or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts, and other fields. No matter the focus, though, each Cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture, experience, and policy. Careful methodological choices, clear analytical writing, and critical visual analysis constitute primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Department, which helps us all take advantage of the major's flexibility in an organized and rigorous way.

MINOR REQUIREMENTS

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

3/2 PROGRAM IN CITY AND REGIONAL PLANNING

Over the past three decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with faculty early in their sophomore year.

FACULTY

Jeffrey Cohen

Term Professor

Carola Hein

Professor (on leave 2015-16)

Gary McDonogh

Chair and Professor and Helen Herrmann Chair

Thomas Morton

Visiting Assistant Professor

Victoria Reyes

Assistant Professor

Ellen Stroud

Associate Professor and Johanna Alderfer Harris and William H. Harris, M.D. Professor of Environmental Studies

Daniela Voith
Senior Lecturer

COURSES

CITY B104 ARCHAEOLOGY OF AGRICULTURAL AND URBAN REVOLUTIONS

Magee, P.

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes. Crosslisting(s): ARCH-B104

CITY B136 WORKING WITH ECONOMIC DATA

Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance. Prerequisites: Quantitative Readiness Required. Crosslisting(s): ECON-B136 (Not Offered 2015-2016)

CITY B185 URBAN CULTURE AND SOCIETY

McDonogh, G., Reyes, V.

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods. Crosslisting(s): ANTH-B185

CITY B190 THE FORM OF THE CITY: URBAN FORM FROM ANTIQUITY TO THE PRESENT

Morton, T.

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure,

politics, planning, and aesthetics—are considered as determinants of urban form. Crosslisting(s): HART-B190

CITY B201 INTRODUCTION TO GIS FOR SOCIAL AND ENVIRONMENTAL ANALYSIS

Narayanan, G.

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.

CITY B203 ANCIENT GREEK CITIES AND SANCTUARIES

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures. Crosslisting(s): ARCH-B203 (Not Offered 2015-2016)

CITY B204 ECONOMICS OF LOCAL ENVIRONMENTAL PROGRAMS

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105. Crosslisting(s): ECON-B242 (Not Offered 2015-2016)

CITY B205 SOCIAL INEQUALITY

Nolan, B.

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the

work place, and in the educational system.

Crosslisting(s): SOCL-B205

CITY B206 INTRODUCTION TO ECONOMETRICS

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisite: ECON B105 or H101, and H102, and a 200-level elective.

Crosslisting(s): ECON-B253

CITY B207 TOPICS IN URBAN STUDIES

Cohen,J.

This is a topics course. Course content varies. Current topic description: A mid-level course that explores how we understand and write about architecture and architectural history, based on the analysis of visual materials, close reading of texts, and visits to actual sites. This semester, we will pay special attention to the rowhouse as a characteristic type.

CITY B210 NATURAL HAZARDS

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor. Crosslisting(s): GEOL-B209 (Not Offered 2015-2016)

CITY B212 MEDIEVAL ARCHITECTURE

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of “medieval” art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige;

gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions. Crosslisting(s):

HART-B212 *Instructor(s): Walker,A.*

CITY B213 TAMING THE MODERN CORPORATION

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising. Prerequisite: ECON B105. Crosslisting(s): ECON-B213 (Not Offered 2015-2016)

CITY B214 PUBLIC FINANCE

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105. Crosslisting(s): ECON-B214

CITY B215 URBAN ECONOMICS

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services. Prerequisite: ECON B105. Crosslisting(s): ECON-B215 (Not Offered 2015-2016)

CITY B216 THE CITY OF NAPLES

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.

Approach: Inquiry into the Past (IP)

Crosslisting(s): ITAL-B215(Not Offered 2015-2016)

CITY B217 RESEARCH METHODS IN THE SOCIAL SCIENCES*Reyes,V.*

This is a topics course. Course content varies. Current topic description: In this course, we will focus on the processes of research and on “learning by doing.” The course encompasses quantitative and qualitative techniques, and we will compare the strengths and weaknesses of each. We will calculate descriptive statistics and basic statistical analyses manually and with statistical software, followed by engagement with various methods.

CITY B218 TOPICS IN WORLD CITIES

This is a topics course. Course content varies. An introduction to contemporary issues related to the urban environment. (Not Offered 2015-2016)

CITY B220 COMPARATIVE SOCIAL MOVEMENTS IN LATIN AMERICA

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles. Crosslisting(s): SOCL-B259; POLS-B259 (Not Offered 2015-2016)

CITY B222 ENVIRONMENTAL ISSUES: MOVEMENTS AND POLICY MAKING IN COMPARATIVE PERSPECTIVE

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change. Crosslisting(s): POLS-B222 (Not Offered 2015-2016)

CITY B225 ECONOMIC DEVELOPMENT*Rock,M*

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth

paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105. Crosslisting(s): ECON-B225.

CITY B226 INTRODUCTION TO ARCHITECTURAL DESIGN*Voith,D., Olshin,S.*

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor.

CITY B227 TOPICS IN MODERN PLANNING*Morton,T.*

This is a topics course. Course content varies. Current topic description: In this course we will explore visual and historical methods for the study of objects and sites. Through observation, analysis, and description of architecture and other visual/material artifacts, we will consider how this work contributes to historical understanding and focusing on buildings in the Quaker consortium as specific objects of architectural and historical study, and documents of campus architecture from the archives of Bryn Mawr, Haverford, Swarthmore, and University of Pennsylvania. Crosslisting(s): HART-B227

CITY B228 PROBLEMS IN ARCHITECTURAL DESIGN*Voith,D., Olshin,S.*

A continuation of CITY 226 at a more advanced level. Prerequisites: CITY B226 or permission of instructor.

CITY B229 TOPICS IN COMPARATIVE URBANISM*McDonogh,G.*

This is a topics course. Course content varies. Current topic description: This intensive writing course uses comparison and case studies to explore a concrete topic, its literature, methods and theories, and to develop the art and craft of research and writing. In Spring 2016, the topic will be global suburbia, with case materials from Greater Philadelphia, Buenos Aires, Paris and Beijing. Crosslisting(s): SOCL-B230; HART-B229; ANTH-B229

CITY B231 PUNISHMENT AND SOCIAL ORDER

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened “penal net” in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.

Crosslisting(s): SOCL-B231

(Not Offered 2015-2016)

CITY B234 ENVIRONMENTAL ECONOMICS

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them.

Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development.

Prerequisites: ECON B105. Crosslisting(s): ECON-B234 (Not Offered 2015-2016)

CITY B237 THEMES IN MODERN AFRICAN HISTORY

Ngalamulume, K.

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women. Current topic description: The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

Crosslisting(s): HIST-B237

CITY B238 THE ECONOMICS OF GLOBALIZATION

Dominguez, C.

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of

trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348. Crosslisting(s): ECON-B236

CITY B241 BUILDING GREEN: SUSTAINABLE DESIGN PAST AND PRESENT

At a time when more than half of the human population lives in cities, the design of the built environment is of key importance. This course is designed for students to investigate issues of sustainability in architecture. A close reading of texts and careful analysis of buildings and cities will help us understand the terms and practices of architectural design and the importance of ecological, economic, political, cultural, social sustainability over time and through space. (Not Offered 2015-2016)

CITY B242 URBAN FIELD RESEARCH METHODS

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues. Crosslisting(s): SOCL-B242; ANTH-B242 (Not Offered 2015-2016)

CITY B243 ECONOMIC INEQUALITY AND GOVERNMENT POLICY CHOICES

Vartanian, T.

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105. Crosslisting(s): ECON-B243

CITY B244 GREAT EMPIRES OF THE ANCIENT NEAR EAST

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in

Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran. Crosslisting(s): ARCH-B244; POLS-B244; HIST-B244 (Not Offered 2015-2016)

CITY B249 ASIAN AMERICAN COMMUNITIES

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society. Crosslisting(s): SOCL-B249; ANTH-B249 (Not Offered 2015-2016)

CITY B250 TOPICS: GROWTH & SPATIAL ORGANIZATION OF THE CITY

Stroud, E.

This is a topics course. Course content varies. Current topic description: This course explores the recent history of U.S. Cities as both physical spaces and social entities, with particular attention to the role of both nature and built environments in shaping their pasts. How have the definitions, political roles, and social perceptions of U.S. cities changed since the nineteenth century? How have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. Cities? Crosslisting(s): HIST-B251

CITY B253 SURVEY OF WESTERN ARCHITECTURE

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered. Crosslisting(s): HART-B253 (Not Offered 2015-2016)

CITY B254 HISTORY OF MODERN ARCHITECTURE

Morton, T

A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890. Crosslisting(s): HART-B254

CITY B255 SURVEY OF AMERICAN ARCHITECTURE

This survey course examines architecture within the global framework of “the modern.” Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of “the modern” were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks. Crosslisting(s): HART-B255 (Not Offered 2015-2016)

CITY B259 DAILY LIFE IN ANCIENT GREECE AND ROME

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life. Crosslisting(s): ARCH-B260; CSTS-B260; ANTH-B260 (Not Offered 2015-2016)

CITY B260 SHOW AND SPECTACLE IN ANCIENT GREECE AND ROME

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged

entertainment and the representation of ancient spectacle in contemporary film. Crosslisting(s): CSTS-B255; HIST-B285; ARCH-B255 (Not Offered 2015-2016)

CITY B262 URBAN ECOSYSTEMS

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisite: BIOL B110 or B111 or ENVS B101. Crosslisting(s): BIOL-B262 (Not Offered 2015-2016)

CITY B266 SCHOOLS IN AMERICAN CITIES

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required) Crosslisting(s): EDUC-B266; SOCL-B266 (Not Offered 2015-2016)

CITY B269 BLACK AMERICA IN SOCIOLOGICAL PERSPECTIVE

Washington, R.

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists. Crosslisting(s): SOCL-B229

CITY B278 AMERICAN ENVIRONMENTAL HISTORY

Stroud,E.

This course explores major themes of American environmental history, examining changes in the American landscape, the history of ideas about nature and the interaction between the two. Students will study definitions of nature,

environment, and environmental history while investigating interactions between Americans and their physical worlds. Crosslisting(s): HIST-B278

CITY B286 TOPICS IN THE BRITISH EMPIRE

This is a topics course covering various “topics” in the study of the British Empire. Course content varies. Crosslisting(s): HIST-B286; POLS-B286 (Not Offered 2015-2016)

CITY B298 TOPICS: ADVANCED RESEARCH METHODS

Reyes,V.

This is a topics course. Course content varies. Current topic description: For Junior Cities Majors. We will focus on bringing together methods, theories, data and research ethics in preliminary preparation for your senior thesis and/or summer research projects (HHG/CPGC). Class will meet every other week. Weekly mini-assignments and in-class exercises are designed to help you prepare for your final project - a research proposal. Current topic description: For Cities juniors. We will focus on bringing together methods, theories, data and research ethics in preliminary preparation for your senior thesis and/or summer research projects (HHG/CPGC). Class will meet every other week. Weekly mini-assignments and in-class exercises are designed to help you prepare for your final project - a research proposal.

CITY B304 DISASTER, WAR AND REBUILDING IN THE JAPANESE CITY

Natural and man-made disasters have destroyed Japanese cities regularly. Rebuilding generally ensued at a very rapid pace, often as a continuation of the past. Following a brief examination of literature on disaster and rebuilding and a historical overview of architectural and urban history in Japan, this course explores the reasons for historical transformations large and small. It specifically argues that rebuilding was mostly the result of traditions, whereas transformation of urban space occurred primarily as a result of political and socio-economic change. Focusing on the period since the Meiji restoration of 1868, we ask: How did reconstruction after natural and man-made disasters shape the contemporary Japanese landscape? We will explore specifically the destruction and rebuilding after the 1891 Nobi earthquake, the 1923 Great Kanto earthquake that leveled Tokyo and Yokohama, the

bombing of more than 200 cities in World War II and their rebuilding, as well as the 1995 Great Hanshin earthquake that destroyed Kobe and its reconstruction. In the context of the long history of destruction and rebuilding we will finally explore the recent disaster in Fukushima 2011. Through the story of disaster and rebuilding emerge different approaches to permanence and change, to urban livability, the environment and sustainability.(Not Offered 2015-2016)

CITY B305 TOPICS IN ANCIENT ATHENS

This is a topics course. Course content varies. Crosslisting(s): ARCH-B305 (Not Offered 2015-2016)

CITY B306 ADVANCED FIELDWORK TECHNIQUES: PLACES IN TIME

A workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis.

(Not Offered 2015-2016)

CITY B312 TOPICS IN MEDIEVAL ART

Walker, A.

This is a topics course. Course content varies. Current topic description: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean. Crosslisting(s): HART-B311; HIST-B311

CITY B314 THE ECONOMICS OF SOCIAL POLICY

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304. Crosslisting(s): ECON-B314 (Not Offered 2015-2016)

CITY B315 SPACES OF IDENTITY: ARCHITECTURE AND PLANNING IN HAMBURG

Many European cities feature a shared range of architectural and urban forms that reflect histories as long as a millennium and that are the product of related sets of political, economic, social, cultural, and religious forces. This course will examine such operative factors and patterns through the particular case of the Northern German city-state of Hamburg from its medieval origins to the contemporary waterfront renewal of the HafenCity. (Not Offered 2015-2016)

CITY B316 TRADE AND TRANSPORT IN THE ANCIENT WORLD

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport. Crosslisting(s): ARCH-B316 (Not Offered 2015-2016)

CITY B318 TOPICS IN URBAN SOCIAL AND CULTURAL THEORY

McDonagh, G.

This is a topics course. Course content varies. Current topic description: The FIFA World Cup and Rio Olympiad have posed Brazil on a new world stage as both a modern urbane society and a complex one, divided by issues of race, class, gender, ecological consciousness and vision. But how well do we know this state as both model and challenge? Looking with both an historical and soci-cultural lens, incorporating literature and film as well as academic readings, we look at the key topics facing Brazil as a natural haven in transformation and an urban harbinger of the 21st century.

CITY B321 TECHNOLOGY AND POLITICS

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security

and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics. Crosslisting(s): POLS-B321
(Not Offered 2015-2016)

CITY B329 ADVANCED TOPICS IN URBAN ENVIRONMENTS

Stroud,E.

This is a topics course. Course content varies. Current topic description: This course is an exploration of the field of environmental history through a focus on the role of water in the history of the United States. We will examine issues of water power, water rights, water emergencies and water imagery, investigating the history and meanings of water in the United States. Crosslisting(s): HIST-B329

CITY B330 ARCH & IDENTITY IN ITALY

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others. Crosslisting(s): ITAL-B330 (Not Offered 2015-2016)

CITY B334 THE ECONOMICS OF DISCRIMINATION AND INEQUALITY

Nutting,A.

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202. Crosslisting(s): ECON-B324

CITY B335 TOPICS IN CITY AND MEDIA

This is a topics course. Course content varies. Crosslisting(s): ANTH-B335

CITY B336 EAST ASIAN DEVELOPMENT

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia and Thailand) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Prerequisites: ECON 200 or 202; and ECON 253 or 304; or permission of instructor. Crosslisting(s): ECON-B335; EAST-B335 (Not Offered 2015-2016)

CITY B345 ADVANCED TOPICS IN ENVIRONMENT AND SOCIETY

Stroud,E.

This is a topics course. Topics vary. Current topic description: In this course, we will be delving into the complex issues of environmental justice and environmental racism. We will investigate the ways in which environmentalism can and has led to environmental inequalities, and we will study how resource allocation, legal frameworks and access to social and economic power affect experiences of environmental amenities and risks. Crosslisting(s): SOCL-B346; HIST-B345

CITY B348 CULTURE AND ETHNIC CONFLICT

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences. Crosslisting(s): POLS-B348 (Not Offered 2015-2016)

CITY B355 TOPICS IN THE HISTORY OF LONDON

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

Crosslisting(s): HART-B355
(Not Offered 2015-2016)

CITY B360 TOPICS: URBAN CULTURE AND SOCIETY

Morton, T.

This is a topics course. Course content varies. Current topic description: How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Rome's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Current topic description: In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology. Crosslisting(s): SOCL-B360; HART-B359; ANTH-B359

CITY B365 TOPICS: TECHNIQUES OF THE CITY

Reyes, V.

This is a topics course. Course content varies. Prerequisite: Student must have taken at least one social science course. Current topic description: This course is the social scientific examination of how the military and the city interact. We will explore the social, cultural, political, and geographic processes, interactions, and consequences of the military.

CITY B377 TOPICS IN MODERN ARCHITECTURE

Morton, T.

This is a topics course on modern architecture. Topics vary. Current topic description: This course will focus on a history of architecture and planning that is at once a history of Islamic Cities and examining how these have been constructed from within and without the subcontinent and its diasporas, through architecture's many forms. Crosslisting(s): HART-B377

CITY B378 FORMATIVE LANDSCAPES: THE ARCHITECTURE AND PLANNING OF AMERICAN COLLEGIATE CAMPUSES

Cohen, J.

The campus and buildings familiar to us here at the College reflect a long and rich design conversation regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.

CITY B398 SENIOR SEMINAR

McDonagh, G., Cohen, J., Reyes, V.

An intensive research seminar designed to guide students in writing a senior thesis.

CITY B403 INDEPENDENT STUDY**CITY B415 TEACHING ASSISTANT**

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

CITY B425 PRAXIS III: INDEPENDENT STUDY

Praxis III courses are Independent Study courses developed by individual students, in collaboration with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.(Not Offered 2015-2016)

CITY B450 URBAN INTERNSHIPS/PRAXIS

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Prerequisite: permission of instructor.

HEALTH STUDIES MINOR (BI-CO)

haverford.edu/healthstudies

Haverford and Bryn Mawr offer an interdisciplinary minor in Bi-College (Bi-Co) Health Studies (HS), involving departments and faculty on both campuses from the social and natural sciences and the humanities. The Bi-Co HS minor (haverford.edu/healthstudies) brings together students and faculty to explore:

- the cultural, literary, visual, and ethical representations of health and illness
- the familial, social, civic and governmental systems that structure risks to disease and access to health care
- the biological, chemical and psychological mechanisms of disease and the maintenance of health.

Students may complete an HS minor in conjunction with any major at Haverford, Bryn Mawr, or Swarthmore, pending approval of the student's coursework plan by the home department and the home-campus HS director.

The Bi-Co HS minor aims to:

- create a coherent curricular structure in which students address issues of health and disease informed by multidisciplinary investigations, combining insights from the natural sciences, social sciences, and humanities.
- develop a student's ability to think and write with depth, precision, and sophistication about complex topics on health, disease, and social justice.
- teach students how to collaborate with others, having varying skill sets and vocabularies, on issues pertaining to health and disease, so they can work in partnership with diverse stakeholders to contribute to the well-being of local communities and global populations.

The minor began in the spring of 2014, and the Class of 2016 is our first to take advantage of this unique program. The minor is a perfect complement to a more traditional science major, especially for students planning to go into medicine, nursing, physical therapy, psychotherapy, and other clinical fields. However,

it is also designed to give scientific context to students of the social sciences and humanities who are interested in policy, economics, health care management, health education, medical narratives, and more.

To declare the minor, students should contact the Health Studies director, Professor Kaye Edwards (kedwards@haverford.edu) at (610) 896-1191.

For additional information about the minor, including an updated list of affiliated faculty and approved electives, visit the HS website (haverford.edu/healthstudies).

CURRICULUM

Medical, dental, osteopathic, veterinary, nursing, public health, and other schools look for applicants who have demonstrated academic aptitude in a rigorous undergraduate curriculum. Although a pre-health student does not have to choose a science major in order to enter the health professions, he or she does have to demonstrate mastery of the material covered in prerequisite science courses and take coursework in the social sciences and statistics.

HEALTH STUDIES MINOR REQUIREMENTS

The B-Co HS minor consists of six courses, which include:

1. A required introductory course (HLTH 115), offered in the spring semester, to be taken prior to the senior year.
2. Three elective core course credits from a list approved by the faculty steering committee. Students must elect two of these courses from a department outside of the student's major, and at least two of these courses should be at the non-introductory level. Students must take one course in each of three tracks:

- M track: mechanisms of disease and the maintenance of the healthy body
- R track: cultural, literary, visual and ethical representations of health and illness
- S track: responses of familial, social, civic and governmental structures to issues of health and disease.

See the HS website for lists of approved core courses in the three tracks.

3. One additional course, outside the student's major. Students may choose either a core course or one selected from a list of approved affiliate courses, which deal with health issues, but not necessarily as their primary focus. (See the HS website [haverford.edu/healthstudies] for lists of approved affiliate courses.)

4. A senior capstone seminar, organized around a single theme, which varies each year. Potential themes could be a particular health intervention (e.g., vaccinations), a specific disease (e.g., diabetes), or a specific population (e.g., Native Americans). Students analyze current literature addressing the theme from their own disciplinary perspectives and develop research proposals and collaborative projects.

FACULTY AT HAVERFORD

Kaye Edwards (*on leave Fall 2015*)

Independent College Programs,
Health Studies Director

Richard Ball
Economics

Kimberly Benston
English

Susan Benston
English

Frances Blase
Chemistry

Louise Charkoudian
Chemistry

Rebecca Compton
Psychology

Robert Fairman
Biology

Andrew Friedman

History

Seth Gillihan

Psychology

Michael Grider

Biology

Darin Hayton

History

Matthew Kavanagh

Political Science

Mary Ellen Kelly

Psychology

Kristin Lindgren

Writing Program

Lisa McCormick

Sociology

Zolani Ngwane

Anthropology

Justine Melo

Biology

Philip Meneely

Biology

Weiwen Miao

Mathematics and Statistics

Zachary Oberfield

Political Science

Judith Owen

Biology

Iruka Okeke

Biology

Christopher Roebuck

Anthropology

Megan Sands-Lincoln

Independent College Programs

Carol Schilling

Independent College Programs

Sarah Shuman
Independent College Programs

Terry Snyder
Librarian of the College

Jill Stauffer
Peace, Justice and Human Rights

Michele Taylor
Independent College Programs

Thomas Wadden
Psychology

Shu-wen Wang
Psychology

AFFILIATED FACULTY AT BRYN MAWR:
Melissa Pashigian
Anthropology, Health Studies Advisor

Peter Brodfuehrer
Biology

Karen Greif
Biology

Toba Kerson
Social Work and Social Research

Alice Lesnick
Education

Rudy Le Menthéour
French

Sara Nath
Social Work and Social Research

Amy Neeren
Psychology

Kalala Ngalamulume
History

Jessica Payson
Philosophy

Alexis Rosenfeld
Psychology

Leslie Rescorla
Psychology

Jason Schmink
Chemistry

Maja šelšelj
Anthropology

Cindy Sousa
Social Work and Social Research

Earl Thomas
Psychology

Robert Wozniak
Psychology

Sharon Ullman
History

COURSES

HLTHH115B001 INTRODUCTION TO HEALTH STUDIES

Kaye Edwards, Christopher Roebuck

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 the ethics of health as a human right.; Cross-listed: Independent College Programs, Health Studies; Social Science (SO)

HLTHH120B001 INTRODUCTION TO HEALTH STATISTICS

Sara Shuman

An introduction to statistical reasoning and application for students interested in the health professions. Topics include: study design, hypothesis development, manuscript writing, and quantitative analyses including probability, sampling, hypothesis testing, and regression.; Crosslisted: Health Studies, Independent College Programs; Prerequisites: Not open to students who have taken MATH103, 203, PSYC200, ECON203, 204 or the equivalent courses at BMC. Students who have placed into MATH121 or higher should not take this course, but take MATH203.; Social Science (SO)

HLTHH204A001 MEDICAL SOCIOLOGY*TBA Department staff*

This course will cover how definitions of health and illness are socially constructed, vary by culture, and change over time. The topics in this course include mental health, health care reform, market-based approaches to health, obesity and eating, sports injuries, sexual dysfunction, and the new MCAT section in social science, among others.; Cross-listed: Sociology, Health Studies; Social Science (SO)

HLTHH207A001 DISABILITY, IDENTITY, CULTURE*Kristin A. Lindgren*

An exploration of representations of illness and disability in literature, culture, and visual art. Course units focus on identity theory and identity politics, portraiture, ethical storytelling, bioethical dilemmas, and intersections with race, gender and sexuality, and class.; Cross-listed in independent college programs; Limited to students enrolled in Bryn Mawr College's 360 program.; Natural Science (NA)

HLTHH209B001 ABNORMAL PSYCHOLOGY*Seth Jefferson Gillihan*

A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology.; Cross-listed: Psychology, Health Studies; Prerequisite: PSYC100 or consent of the instructor.; Social Science (SO)

HLTHH212A001 HEALTH POLITICS, LAW, AND POLICY IN DEVELOPING COUNTRIES*Matthew M Kavanagh*

In contemporary health problems facing the “global South”, medicine inextricably meets politics and economics. This course focuses on African, Asian and Latin American examples, and ranges from AIDS to cancer to explore issues of science, human rights and social movements.; Prerequisites: One course in social science or consent of the instructor.; Social Science (SO)

HLTHH218B001 EXPERIENCING AND RESPONDING TO ILLNESS AND DISABILITY: 1793-1930*Michele T. Taylor*

Multidisciplinary exploration of the relationship between shifting paradigms in 19th-century medical science and public health, and social, cultural, artistic and architectural responses. Readings included secondary historical and theoretical narratives and primary sources.; Crosslisted: Health Studies, Independent College

Programs; Prerequisites: HLTH115 or permission of the instructor.; Humanities (HU)

HLTHH223A001 MENTAL AFFLICION*Susan Benson*

Cross-listed in Independent College Programs; Prerequisite: Freshman Writing or permission of the instructor.; Humanities (HU)

HLTHH228A001 SOCIAL EPIDEMIOLOGY*Sara Shuman*

This course will provide an introduction to the key social factors that influence the health and well being of populations. Examples of social factors (often referred to as the “social determinants of health”) to be covered include: race/ethnicity, gender, social support, and occupation. This course will focus specifically on understanding the mechanisms by which these factors influence health and how they are measured in epidemiologic research. Fulfills a core course requirement for the S track in the minor.; Social Science (SO)

HLTHH245B001 HEALTH PSYCHOLOGY*Thomas Wadden*

Explores psychological processes that influence health, from a socio-structural perspective. Topics include: personality and disease, stress and illness, chronic health conditions, health promotion and disease prevention through behavior change, and the importance of lifestyles and social environment.; Cross-listed: Psychology, Health Studies; Prerequisite: PSYC100 or equivalent.; Social Science (SO)

HLTHH281A001 VIOLENCE AND PUBLIC HEALTH*Kaye Edwards*

An interdisciplinary seminar course analyzing the advantages and limitations of a public health perspective on violence. We will examine how every-day violence, direct political violence, and structural violence effect public health, as well as evidence that violence is preventable and amenable to public health strategies.

Course will include ; tutorial sessions, which are mandatory, the times of which; to be arranged between students and Professor.; Cross-listed in Independent College Programs; Prerequisite: One of the following: ICPR221, PJHR101, 201 or 202 or consent of the instructor.; Social Science (SO)

HLTHH302A001 BODIES OF INJUSTICE: HEALTH, ILLNESS AND HEALING IN CONTEXTS OF INEQUALITY

Carol Schilling

For students returning from internship experiences who wish to deepen their understanding of social justice, health, and healthcare. The course integrates experiential learning with humanities and social medicine readings on witnessing and representing inequalities, cultural conceptions of health, structural determinants of health, and addressing health inequalities in the United States and other countries. Structural determinants include education, food resources, markets, medical and social services, governments, environments, transportation, cultures, languages, and more.; Social Science (SO)

HLTHH303B001 PRECARIOUS LIFE: ILLNESS, DISABILITY, AND QUEER POLITICS

Jaclyn Pryor

In this course, we will explore the relationship among and between illness and the medical industrial complex, sex and disability, and trauma and resilience as it applies to lesbian, gay, bisexual, transgender, two spirit, intersex, and queer life.; Prerequisite: Any Peace, Justice and Human Rights, anthropology Gender/Sex Studies, Health Studies course, or permission of instructor.; Cross-listed: Peace, Justice and Human Rights, Health Studies; Humanities (HU)

HLTHH311A001 REPRODUCTIVE HEALTH AND JUSTICE

Kaye Edwards

Seminar analyzing disparities in reproductive health outcomes, access to sexual health care, and protections of reproductive rights within Nicaragua and the United States. This course is part of the 360 Cluster, Global Health Equality, maintained at BMC.; Cross-listed in Independent College Programs; Prerequisite: Permission of the instructor and one 200 or 300-level course in Gender and Sexuality Studies or in PJHR.; Social Science (SO)

HLTHH318B001 NEUROBIOLOGY OF DISEASE

Mary Ellen Kelly

A survey of disorders of the central nervous system, providing both a clinical perspective on the disease and research-based outlook focused on the pathophysiological mechanisms that underlie the disease state.; Cross-listed: Psychology, Health Studies; Prerequisite: PSYC217, 260, or BMC 218; Natural Science (NA)

HLTHH327A001 SUPERSIZED NATION: UNDERSTANDING AND MANAGING AMERICA'S OBESITY EPIDEMIC

Thomas Wadden

An examination of the causes and consequences of obesity at individual and societal levels. Focuses on mechanisms of body weight regulation along with the wide-scale changes in diet, eating habits, and physical activity that have contributed to the obesity epidemic.; Cross-listed in Psychology; Prerequisite: PSYC100 and one topical 200-level Psychology course (i.e., not PSYC200); Social Science (SO)

HLTHH337A001 STRESS AND COPING

Shu-wen Wang

An examination of theory and research on stress and coping processes, and their links with disease and mental health. Students will also learn and apply stress management techniques.; Prerequisites: PSYC100 or BMC 105 or Psychology AP Score 4+, and one topical 200-level psychology course (i.e., not PSYC200 OR BMC 205); Social Science (SO)

HLTHH398B001 SENIOR SEMINAR IN HEALTH STUDIES

Kaye Edwards

Required culminating seminar, which integrates the three tracks of the Health Studies minor: mechanisms of disease, prevention and treatment; cultural representations of health and illness; and social factors that structure risk to disease and access to healthcare. Theme for 2016: Native American health.; Prerequisites: HLTH115; students must be in their Senior year and be declared Health Studies minors in good standing.

HEBREW & JUDAIC STUDIES AT BRYN MAWR COLLEGE

brynmawr.edu/hebrew

Modern Hebrew language instruction is available at Bryn Mawr through the intermediate level; at Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

College Foreign Language Requirement
Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with a minimum grade of at least 2.0.

FACULTY

Grace Armstrong

Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Nechama Sataty

Visiting Assistant Professor of Hebrew

COURSES

HEBR B001 ELEMENTARY HEBREW

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.
Instructor(s): Sataty,N.

HEBR B002 ELEMENTARY HEBREW

Sataty,N.

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

HEBR B101 INTERMEDIATE HEBREW

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of

modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.(Not Offered 2015-2016)

HEBR B102 INTERMEDIATE HEBREW

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.(Not Offered 2015-2016)

HEBR B115 WOMEN IN JUDAISM: HISTORY, TEXTS, PRACTICES

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.Crosslisting(s): HIST-B115 (Not Offered 2015-2016)

HEBR B211 PRIMO LEVI, THE HOLOCAUST AND ITS AFTERMATH

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust. Crosslisting(s): ITAL-B211; COML-B211(Not Offered 2015-2016)

HEBR B283 INTRODUCTION TO THE POLITICS OF THE

Foda,O.

Modern Middle East and North Africa

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices. Crosslisting(s): POLS-B283; HIST-B283

HEBR B403 SUPERVISED WORK

HISTORY

haverford.edu/history

The Haverford History Department encourages students to explore the curriculum and master skills in what we might consider three broad areas of pursuit: i) Evidence ii) Experience and iii) Epistemology.

Students in History approach the study of the past through an immersion in materials and evidence, analysis and interpretation, creativity and imaginative endeavor. Our classes emphasize creativity and conceptual thinking rooted in fact and historical complexity. Primary sources permeate our curriculum. They are gateways to a three-dimensional world, keys to unlock the study of the past. We also focus on individual student creativity, both in the exploration of the curriculum and in student work. Students in History can pursue their own intellectual questions and concerns, ones they develop with faculty through their time at the college. Because of the roles creativity and the creative arts play the department, History at Haverford is a strong home for students with an interest in interdisciplinary studies. Professors in the department work with literature, art, music, architecture, material objects and languages, analyzing what happens at the intersection between aesthetics and political culture.

Students in History practice history. They engage in the production of historical knowledge. We send students out into the world to work on real projects of their own making. We have internal and external grants to support them in that work. Students learn how to design and execute independent research projects on their own initiative, moving between collective experiences and individual scholarly reflective work. In History, we work seriously with students over the course of the major on writing and revision. Our classes are often writing intensive. We take our craft seriously—the overlap between writing and thinking, form and meaning. That extends through the consistent training students in our major receive in writing and re-vision in its grandest sense.

The curriculum builds cumulatively to train students in skills in writing and analysis from their first year to their last, in concert with their studies abroad and interdisciplinary engagements with other departments. Students in History do rich, complexly imagined and robust work in French, Chinese, Spanish, German, Russian, Greek, and Latin, among others. They learn to critique and confront the culture of which they're learning the language, to put it in the context of other historical forces, and to illuminate the power relationships inherent in all societies. In History, students do not just think in another language, but across languages. They animate linguistic study through critical scholarly and pragmatic application, emphasizing the foreignness of any culture and the past itself.

History in this department starts from questions. Our classes emphasize deep time, historical debates and the roots of historical problems. History students examine how philosophies, political systems, and social orders are historically contingent. Students gain a sense that there might have been and might still be other outcomes. History is also then a kind of social critique. If every moment in the present is temporary, and what today is modern, tomorrow is “unmodern,” the major encourages students to ask questions about the necessity of the present.

Students in History enter a dialogue between present and past, considering consciously where they stand in the flow of time. Rather than striving for certainty, history is thus often about estrangement. Students study the horizons of opportunity available to people at different times and places, how those horizons shift, and how individuals navigate within those constraints. Through these approaches, the major fundamentally encourages empathy with difference. History teaches humility and the art of listening. It seeks to understand the full dimensions of human actors in the past.

CURRICULUM

The major is organized cumulatively, from the 100-level to the senior thesis, so that students

can follow critical questions as they move along the skeins of nation, revolution, colonialism, imperialism, across regions and oceans—refining their ability to ask and develop answers to those questions as they travel through the major and their own time at Haverford.

All of our 100-level courses are open to all students without prerequisite. Courses numbered 200-299 are generally open to sophomores, juniors, and seniors; exceptions require the prior consent of the instructor. Courses numbered 300 and above are normally open only to juniors and seniors.

The senior thesis structures and shapes the senior year in History, a culmination to this major, based in students' own most passionate interests. Students in History have time and support to work on their projects, receiving feedback and high-level intellectual engagement and dialogue with their peers and with working historians. Theses in History thus frequently provide intellectual bridges for students between the intellectual work they've done at college and the work they want to do in the world. Our skill sets transfer to a broad range of occupations and activities.

MAJOR

All majors must take two semesters of introductory coursework, with the freedom to mix and match as desired. While the classes cover different materials, they all train students how to read primary texts and use them as evidence to build persuasive arguments of their own. These classes set the stage for more advanced coursework that invites students to reevaluate familiar assumptions while exploring new sources and arguments.

MAJOR REQUIREMENTS

1. Two semesters of 100 level work from the following array of courses, in any combination:
History 111a and b (Introduction to Western Civilization)
History 114 (Origins of the Global South)
History 115 (Postcards from the Atlantic World)
History 117 (Modern Mediterranean History)
History 118 (Introduction to the History of Science)
History 119 (International History of the United States)

History 120 (Chinese Perspectives on the Individual and Society)

2. Seven electives above the 100 level, at least two of which must be at the 300 (seminar) level. At least one of these seminars should be taken by the second semester of the junior year. Our 300-level seminars are the spaces where faculty members develop new work and explore new problems. They are labs, testing zones and zones of experiment. History faculty members bring students into their intellectual agendas at their moment of formation and development, opening History classrooms to the formation of new ideas.

All majors must complete three geographic, temporal or thematic fields. A student must take two courses above the 100 level within a field to complete each field requirement. The history department currently offers seven geographic fields: Early European history, pre-1763; East Asian history; History of Science and Medicine; Latin American history; Modern European history; United States history. Students may also design a field to reflect their personal intellectual interests based on courses addressing particular historic eras (e.g. Modern or Early Modern) or that address specific approaches, themes or regions (such as comparative or religious history; or history of gender or sexuality; imperialism; the trans-Atlantic or the Mediterranean worlds.) Students may include history courses taken at Bryn Mawr and Swarthmore Colleges and at institutions where they are studying abroad.

3. The senior thesis.

All History majors write a senior thesis. There are two options for completing the thesis:

- to take History 400a and History 400b in the senior year, with the work of the first semester emphasizing the identification, location, and transcribing of sources, and the second semester focusing on writing (synthesis, argument, and eloquence.)
- to take History 400a in the fall, to complete writing the thesis by the end of that semester to complete the requirements for the major. (This option is sometimes especially useful for double-majors also writing a thesis for another department.)

SENIOR THESIS

The thesis structures and shapes the senior year in History, a culmination to this major, based in students' own most passionate interests. Students in History have time and support to work on their projects, receiving feedback and high-level intellectual engagement and dialogue with their peers and with working historians. With faculty supervision, students pursue topics of their choice, inspired by prior classes and personal interests. The jointly networked libraries of Haverford, Bryn Mawr, and Swarthmore offer a vast array of published and unpublished sources to kindle the imagination. One of the exciting features of History 400, however, is that seniors may also take advantage of the remarkable rich historical resources in the greater Philadelphia area and beyond. A variety of holdings from the Historical Society of Pennsylvania, the Library Company, the American Philosophical Society, and the University of Pennsylvania Archives—all premier repositories—will satisfy a broad range of interests. Students have also worked on and received departmental and campus grants to visit archives and research sites across the country from Washington DC to San Francisco and also abroad, e.g. in London, Madrid and Venice.

Past senior theses testify to the imaginative and varied topics in this course. Recent theses explored the Spanish Inquisition in 17th-century Mexico; Female private spaces in 18th century France; 19th-century medical missionaries in China; Britain's reception of Spanish civil war children refugees; the connections between the Luce-Celler Act of 1946, South Asian immigration to the U.S. and decolonization in India; Japanese War-Brides and the American Occupation of Japan; Quakers and public housing in Philadelphia.

REQUIREMENTS FOR HONORS

The department grants honors in history to those senior majors who have combined excellent performance in history courses with an excellent overall record. Faculty considers work of honors quality to require grade of 3.7 or above in a history course. We may award high Honors to students showing unusual distinction in meeting these criteria.

FACULTY

Andrew Friedman

Associate Professor

Linda G. Gerstein

Professor

Lisa Jane Graham

Frank A. Kafker Associate Professor

Darin Hayton

Chair & Associate Professor

Alexander Kitroeff (*on leave Fall 2015*)

Associate Professor

James Krippner

Professor

Bethel Saler

Associate Professor

Paul Jakov Smith (*on leave 2015-16*)

John R. Coleman Professor of Social Sciences

Terry Snyder

Visiting Associate Professor

HISTORY COURSES OFFERED IN 2015-16

FALL 2015

111A INTRODUCTION TO WESTERN CIVILIZATION

Lisa Jane Graham TTH 11:30-1

This course--designed primarily for freshmen and sophomores--has several objectives this semester: first, as always, to introduce students to the craft and practice of history, to the ways in which historians imagine and [re]present the past; second, to survey the development of the modern European world over the past half-millennium; next, to explore the “languages” [of religion, politics, and science—for example] in which the West has come both to understand and to celebrate its modernity; and, finally, by reconsidering the factors that explain the “rise of the West,” to better appreciate how the past influences the present.

114 ORIGINS OF THE GLOBAL SOUTH

James Krippner TTh 10:11-30

A year-long survey of topics in world history from the era of classical empires (Rome, Han China) to the present; with emphasis on the changing relationships among different regions and peoples of the world, and on the geo-politics of point of view in making history and in understanding it.

115 POSTCARDS FROM THE ATLANTIC WORLD

Bethel Saler TTH 11:30-1

An exploration of the movement of peoples, goods and ideas across the four continents that border the Atlantic basin (Africa, Europe, North America and South America) over the transformative periods of exploration and empire from the fifteenth to the nineteenth centuries.

153 HISTORY OF HAVERFORD COLLEGE (CROSS LISTED WITH WRITING PROGRAM)

James Krippner MW 10:11-30

This course introduces students to the history of Haverford College. Given its writing intensive nature, our time limit of one semester and the vast nature of our archival collection, we will have to be selective. We will focus our attention on moments of significant debate, conflict and even crisis on campus, when the people who collectively have been the College defined (and redefined) its identity, goals and purpose, from the early nineteenth century through the present. An underlying premise of the course is that this is an ongoing process you will contribute to over the next four years!

204 HISTORY OF WOMEN & GENDER IN THE U.S. UNTIL 1870 (CROSS-LISTED WITH GENDER & SEXUALITY STUDIES)

Bethel Saler TTH 2:30-4

This course surveys the history of American women from the colonial period through 1870. We will consider and contrast the lives and perspectives of women from a wide variety of social backgrounds and geographic areas as individuals and members of families and communities, while also examining how discourses of gender frame such topics as colonization, slavery, class identity, nationalism, religion, and political reform. Prerequisite: Sophomore standing or above.

226 TWENTIETH CENTURY EUROPE

Linda Gerstein TTH 1-2:30

The emergence of the culture of Modernism; revolutionary dreams and Stalinist nightmares in Russia; Facism; the trauma of war 1914-1945; the divisions of Cold War Europe; and the challenge of a new European attempt at re-integration in the 1990s.

229 CULTURES OF POWER IN EARLY MODERN EUROPE (CROSS-LISTED IN GENDER & SEXUALITY STUDIES)

Lisa Jane Graham TTH 2:30-4

This course traces the evolving definitions of gender and sexuality in Europe from the Renaissance to the Enlightenment. Primary sources and theoretical readings explore the construction of gender roles and sexuality in different arenas of early modern life such as political thought, law, work, family, art and performance. Topics include masculinity and effeminacy, court culture and power, the rise of print technology and literacy, religious conflict and scientific discovery.

264 MATERIALITY & SPECTACLE IN THE NINETEENTH CENTURY U.S.

Terry Snyder MW 11:30-1

Spectacles captured, reflected, influenced, impacted, and changed cultural experiences, meaning, and understanding. Did these spectacles, as Guy Debord notes a century later, appear "at once as society itself, as part of society, and as a means of unification"? This course considers what we might learn about the American experience through a critical examination of historical accounts, primary research, and a close reading of material culture associated with these events.

310 POLITICAL TECHNOLOGIES OF RACE & THE BODY

Andrew Friedman M 1:30-4

This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of "reality" at its most basic and molecular level. Prerequisite: Sophomore standing or higher.

350 INSANITY*Darin Hayton MW 11:30-1*

How did people in pre-Modern Europe tell if somebody was mad (insane)? Who got to decide? What were the signs? Did people recover? This seminar explores these questions and seeks to understand better how and why people have been labeled “insane.”

356 TOPICS IN EUROPEAN HISTORY: EUROPE 1870-1914*Linda Gerstein W 1:30-4*

Marxism, Imperialism, The New Sexuality, and Art Nouveau

400A SENIOR SEMINAR*Andrew Friedman & Darin Hayton T 7:30-10pm*

History 400a thesis seminar is the senior research lab for thesis work. Students enrolled in the one-semester option will submit their thesis on the last day of class, and work with their assigned faculty advisor throughout the semester. Students enrolled in the two-semester option will continue on to History 400b in the spring where they will work with their assigned faculty advisor to complete the writing and revision of the thesis.

SPRING 2016**111B INTRODUCTION TO WESTERN CIVILIZATION***Linda Gerstein TTH 1-2:30*

A survey of western civilization focusing on the intellectual dimensions of the western tradition by closely interrogating both primary sources and secondary accounts. This course, which can be taken independently from 111a, picks up at the beginning of the sixteenth century and goes to the present, exploring the development of the modern European world.

117 MODERN MEDITERRANEAN HISTORY (CROSS-LISTED WITH MIDDLE EAST ISLAMIC STUDIES)*Alexander Kiroeff TTH 10-11:30*

This course studies the ways the several key countries in Southern Europe and the Middle East [Algeria, Egypt, Greece, Italy, Spain & Turkey] responded to the challenges of C20th modernity, with an emphasis on people's history "from below". Not quite modernized as Western Europe but more advanced than other parts of the world, these countries became incubators of a particular brand of mobilization that evoked hybrids of conventional but also unique forms

of ideologies such as anarchism, anti-colonialism, anti-fascism, feminism, Islamism nationalism and youth radicalism.

118 INTRODUCTION TO THE HISTORY OF SCIENCE*Darin Hayton MW 10-11:30*

Although science is an essential characteristic of the modern world, it took nearly 4000 years to attain that status. This course surveys various sciences in the past focusing on both how and why humans have interrogated the natural world, how they have categorized the resulting knowledge, and what uses they have made of it. Topics can include science and medicine in antiquity, Islamic sciences, Byzantine and medieval sciences, early-modern science and the Scientific Revolution.

119 INTERNATIONAL HISTORY OF THE UNITED STATES*Andrew Friedman TTH 10-11:30*

This course surveys the international history of the United States in the 20th century. It encourages students to conceptualize U.S. history as a series of transnational encounters and systems that transcend national borders. Capitalism, the environment, post-colonialism and Third Worldism, "Atlantic crossings," modernity, imperialism, diaspora and migration, world war, travel, United Nations and "Our America" serve as organizing motifs. In considering the history of this country outside its formal borders, students will gain a facility with the languages of hemispheric and global imagining that structure the pursuit of contemporary U.S. history, while sharpening analytical skills working with primary texts.

203 THE AGE OF JEFFERSON & JACKSON*Bethel Saler MW 2:30-4*

This course charts the transformation in American political institutions, economy, and society from the ratification of the Constitution to the eve of the Civil War. Often identified as the crucial period when the American nation cohered around a national culture and economy, this period also witnessed profound social rifts over the political legacy of the American Revolution, the national institutionalization of slavery, and the rise of a new class system. We will consider the points of conflict and cohesion in this rapidly changing American nation.

Prerequisite: Sophomore standing or above.

209 MODERN LATIN AMERICA

James Krippner TTH 10-11:30

American history from the 19th C demise of Spanish & Portuguese colonialism through the present. We shall discuss all the major regions & cultural zones of contemporary Latin America, though in varied depth given the inevitable constraints of time & disciplinary boundaries. Particular attention will be paid to the interplay of gender, race, and class in specific contexts, and we shall examine how social conflict has influenced historical change.

231 AGE OF ENLIGHTENMENT

Lisa Jane Graham MW 2:30-4

This course approaches the Enlightenment as a process of political and cultural change rather than a canon of great texts. Special emphasis will be placed on the emergence of a public sphere and new forms of sociability as distinguishing features of 18th century European life.

245 TWENTIETH CENTURY RUSSIA (CROSS-LISTED IN RUSSIAN)

Linda Gerstein MW 11:30-1

Topics considered include the culture of serfdom, Westernization, reforms, modernization, national identities, and Revolution.

254 HARVEST OF EMPIRE

Andrew Friedman TTH 2:30-4

In this interdisciplinary course, students will study the history of U.S. foreign policy and the history of U.S. migration as a single body of national experience. Conceiving the international history of the country broadly, we will explore how the U.S. formed itself and how it was formed as a nation in a world context.

259 COLLECTING NATURE

Darin Hayton MW 11:30-1

Collecting, classifying and displaying natural artifacts acquired new significance in early-modern Europe and played an important role in the development of modern science. This course explores the motivations and contexts for such collecting and classifying activities. Prerequisite: Sophomore standing or consent.

317 RELIGION, POWER & POLITICS IN LATIN AMERICA

James Krippner W 1:30-4

This seminar is designed to be a “hands on” research experience that also introduces students to landmark works and cutting-edge research in Latin American religious history. Our focus will be on the social history of religion, and particular attention will be paid to the inter-relationship of religion, power, and politics in discrete historical contexts from the 16th century to the present.

333 HISTORY & FICTION

Bethel Saler T 1:30-4

This seminar provides an introduction to scholarship that explores the intersections between history and literature. We will read the work of historians and literary critics who rely on fiction (prose and poetry) as primary historical sources and/or who explore the narrative power and form of non-fictional sources. Throughout the course, we will be interrogating how, when and why these disciplinary lines are drawn and what they reveal about the challenges and (imposed?) limitations of historical research.

358 TOPICS IN ENLIGHTENMENT HISTORY: LIBERTY & LIBERTINAGE

Lisa Jane Graham TTH 1:30-4

400B SENIOR THESIS SEMINAR

The Department

This course is for majors doing a two-semester senior thesis and consists of writing and revision building on the research and writing completed in the Fall semester. Students work primarily with a faculty advisor throughout the semester and also get advice from another faculty member who acts as second reader.

**COURSES NOT OFFERED IN
2015-16****120 CHINESE PERSPECTIVES ON THE INDIVIDUAL AND SOCIETY (CROSS-LISTED IN EAST ASIAN STUDIES)**

P.Smith

208 COLONIAL LATIN AMERICA (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)

J.Krippner

215 SPORT AND SOCIETY

A.Kitroeff

225 EUROPE: 1870-1914*L.Gerstein***227 STATECRAFT AND SELFOOD IN EARLY MODERN EUROPE***L.Graham***228 THE FRENCH REVOLUTION***L.Graham***237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE SO (CROSSLISTED IN GENDER AND SEXUALITY STUDIES)***D. Hayton***238 GLOBAL HISTORY OF WORLD WAR II AND THE POSTWAR MOMENT***A.Friedman***244 RUSSIA FROM 1800-1917 (CROSS-LISTED IN RUSSIAN)***L.Gerstein***250 WHITE ETHNICITY IN THE US 1870'S-1990'S : A TRANSNATIONAL HISTORY***A.Kitroeff***257 THE SCIENTIFIC REVOLUTION***D.Hayton***260 MID IMPERIAL CHINA (CA.A.D.850-1600) SO (CROSSLISTED IN EAST ASIAN STUDIES)***P.Smith***261 LATE IMPERIAL CHINA, 1600-1900 SO (CROSS-LISTED IN EAST ASIAN STUDIES)***P.Smith***263 THE CHINESE REVOLUTION SO (CROSS-LISTED IN EAST ASIAN STUDIES)***P.Smith***265 MODERN JAPAN SO (CROSSLISTED IN EAST ASIAN STUDIES)***P.Smith***267 THE MEDIEVAL TRANSFORMATION OF EURASIA, CA. 1000 1400. SO (CROSS-LISTED IN EAST ASIAN STUDIES)***P.Smith***268 TRANSFORMATIONS OF MEDIEVAL AFRO-EURASIA, 10TH TO 15TH CENTURIES SO (CROSSLISTED IN EAST ASIAN STUDIES)***P.Smith***270 FROM EMPIRE TO NATION: THE OTTOMAN WORLD TRANSFORMED (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)***A.Kitroeff***281 MEXICAN CULTURAL HISTORY: ANCIENT AND COLONIAL (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)***J.Krippner***282 MEXICAN CULTURAL HISTORY: MODERN AND POSTMODERN SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)***J.Krippner***303 GENDER, INTIMACY AND U.S. FOREIGN POLICY SO (CROSSLISTED IN GENDER AND SEXUALITY STUDIES)***A.Friedman***317 VISIONS OF MEXICO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)***J.Krippner***331 CULTURAL LANDSCAPES OF AMERICAN EMPIRE***A.Friedman***341 THE EARLY REPUBLIC***B.Saler***347 WAR AND WARRIOR IN CHINESE HISTORY SO (CROSSLISTED IN EAST ASIAN STUDIES)***P.Smith***348 HIST348: WALTER BENJAMIN ON LANCASTER AVENUE: A HISTORY OF AMERICAN MODERNITY***Andrew Friedman***349 TOPICS IN COMPARATIVE HISTORY SO (CROSS-LISTED IN EAST ASIAN STUDIES)***P.Smith***350 COURTY SCIENCE IN LATE MEDIEVAL AND RENAISSANCE EUROPE***D.Hayton***354 TOPICS IN EARLY MODERN EUROPE***L.Graham***356 TOPICS IN EUROPEAN HISTORY:EUROPEAN MODERNISM 1913-1937 SO (CROSS-LISTED IN RUSSIAN)***L.Gerstein***357 TOPICS IN EUROPEAN HISTORY: NATIONALISM AND MIGRATION***A. Kitroeff*

HISTORY OF ART AT BRYN MAWR COLLEGE

brynmawr.edu/hart

The curriculum in History of Art immerses students in the study of visual culture. Structured by a set of evolving disciplinary concerns, students learn to interpret the visual through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors are encouraged to supplement courses taken in the department with history of art courses offered at Haverford, Swarthmore, and the University of Pennsylvania. Majors are also encouraged to study abroad for a semester of their junior year.

MAJOR REQUIREMENTS

The major requires ten units, approved by the major adviser. A usual sequence of courses would include at least one 100-level “critical approaches” seminar, which also fulfills the departmental writing intensive requirement, four 200-level lecture courses, three 300-level seminars, and senior conference I and II in the fall and spring semesters of the senior year. In the course of their departmental studies, students are strongly encouraged to take courses across media and areas, and in at least three of the following fields of study: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary, Film, and Global/Non-Western.

With the approval of the major adviser, courses in fine arts or with significant curricular investment in visual studies may be counted toward the fulfillment of the distribution requirements, such as courses in ancient art offered by the Classical and Near Eastern Archaeology department or in architecture by the Growth and Structure of Cities department. Similarly, courses in art history taken abroad or at another institution in the United States may be counted. Generally, no more than two such courses may be counted toward the major requirements.

A senior thesis, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior thesis represents the culmination of the departmental experience.

HONORS

Seniors whose work is outstanding (with a 3.7 GPA in the major) will be invited to submit an honors thesis. Two or three faculty members discuss the completed thesis with the honors candidate in a one-half hour oral examination.

MINOR REQUIREMENTS

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

FACULTY

David Cast (*on leave Spring 2016*)

Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities and Chair of Italian

Christiane Hertel

Katherine E. McBride Professor Emeritus of History of Art

Homay King

Professor of History of Art and Director of the Center for Visual Culture

Steven Levine

Professor of History of Art on the Leslie Clark Professorship in the Humanities

Carrie Robbins

Lecturer

Lisa Saltzman

Chair and Professor of History of Art and on the Andrew W. Mellon Foundation Chair in the Humanities

Alicia Walker

Assistant Professor of History of Art on the
Marie Neuberger Fund for the Study of Arts

COURSES**HART B104 CRITICAL APPROACHES TO VISUAL REPRESENTATION: THE CLASSICAL TRADITION**

Cast,D.

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world.

HART B106 ART OF THE GLOBAL MIDDLE AGES

This course considers the art and architecture of the middle ages from a global perspective and surveys artistic interaction between Europe, Africa, and Asia from the fourth to fifteenth century. Emphasis is placed on theories of globalism and their articulation in relation to medieval cultures and history. (Not Offered 2015-2016)

HART B107 CRITICAL APPROACHES TO VISUAL REPRESENTATION: SELF AND OTHER IN THE ARTS OF FRANCE

Levine,S.

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.

HART B108 CRITICAL APPROACHES TO VISUAL REPRESENTATION: WOMEN, FEMINISM, AND HISTORY OF ART

Saltzman,L.

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.

HART B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and

complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include Psycho, Being John Malkovich, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Crosslisting(s): COML-B110

HART B125 CLASSICAL MYTHS IN ART AND IN THE SKY

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment. Crosslisting(s): ARCH-B125; CSTS-B125 (Not Offered 2015-2016)

HART B190 THE FORM OF THE CITY: URBAN FORM FROM ANTIQUITY TO THE PRESENT

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form. Crosslisting(s): CITY-B190; ANTH-B190

HART B204 GREEK SCULPTURE

Tasopoulou,E.

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context. Crosslisting(s): ARCH-B205

HART B205 INTRODUCTION TO FILM

Nguyen,H.

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. Crosslisting(s): ENGL-B205

HART B206 HELLENISTIC AND ROMAN SCULPTURE

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period, beginning with the death of Alexander the Great, that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition. Crosslisting(s): ARCH-B206 (Not Offered 2015-2016)

HART B211 TOPICS IN MEDIEVAL ART HISTORY

This is a topics course. Course content varies. (Not Offered 2015-2016)

HART B212 MEDIEVAL ARCHITECTURE

Walker,A.

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of “medieval” art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture

to later artistic traditions. Crosslisting(s):

CITY-B212

HART B213 THEORY IN PRACTICE:CRITICAL DISCOURSES IN THE HUMANITIES

Higginson,P.

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies. Current topic description: Structuralism, Poststructuralism, Feminism, Postcolonialism Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253; GERM-B213

HART B214 TOPICS: INTRODUCTION TO CHINESE LITERATURE

This is a topics course. Topics may vary
Crosslisting(s): EALC-B212 (Not Offered 2015-2016)

HART B215 RUSSIAN AVANT-GARDE ART, LITERATURE AND FILM

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required. Crosslisting(s): RUSS-B215 (Not Offered 2015-2016)

HART B216 THE CITY OF NAPLES

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture. Crosslisting(s): ITAL-B215; CITY-B216 (Not Offered 2015-2016)

HART B219 MULTICULTURALISM IN MEDIEVAL ITALY

This course examines cross-cultural interactions in medieval Italy played out through the patronage, production, and reception of works of art and architecture. Sites of patronage and production include the cities of Venice, Palermo,

and Pisa. Media examined include buildings, mosaics, ivories, and textiles. Crosslisting(s): ITAL-B219 (Not Offered 2015-2016)

HART B227 TOPICS IN MODERN PLANNING

This is a topics course. Course content varies. Current topic description: In this course we will explore visual and historical methods for the study of objects and sites. Through observation, analysis, and description of architecture and other visual/material artifacts, we will consider how this work contributes to historical understanding, focusing on buildings in the Quaker consortium as specific objects of architectural and historical study, and documents of campus architecture from the archives of Bryn Mawr, Haverford, Swarthmore, and University of Pennsylvania. Crosslisting(s): CITY-B227; GERM-B227; FREN-B227 Instructor(s): Morton, T.

HART B229 TOPICS IN COMPARATIVE URBANISM

McDonogh, G.

This is a topics course. Course content varies. Crosslisting(s): CITY-B229; EAST-B229; ANTH-B229

HART B230 RENAISSANCE ART

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments. (Not Offered 2015-2016)

HART B234 PICTURING WOMEN IN CLASSICAL ANTIQUITY

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations. Crosslisting(s): ARCH-B234; CSTS-B234 (Not Offered 2015-2016)

HART B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies. Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238 (Not Offered 2015-2016)

HART B250 NINETEENTH-CENTURY ART IN FRANCE

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix,

Géricault, Ingres, Manet, and Monet. Extensive readings in art criticism are required. Levine, S.

HART B253 SURVEY OF WESTERN ARCHITECTURE

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered.

Crosslisting(s): CITY-B253
(Not Offered 2015-2016)

HART B254 HISTORY OF MODERN ARCHITECTURE

Morton, T.

A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890. Crosslisting(s): CITY-B254

HART B255 SURVEY OF AMERICAN ARCHITECTURE

An examination of landmarks, patterns, contexts, architectural decision-makers and motives of various players in the creation of the American built environment over the course of four centuries. The course will address the sequence of examples that comprise the master narrative of the traditional survey course, while also casting a questioning eye, probing the relation of this canon to the wider realms of building in the United States. Crosslisting(s): CITY-B255 (Not Offered 2015-2016)

HART B260 MODERN ART

Saltzman, L.

This course will trace the history of modern art, from its origins to its ends.

HART B266 CONTEMPORARY ART

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory. (Not Offered 2015-2016)

HART B272 SINCE 1960: CONTEMPORARY ART AND THEORY

Robbins, C.

Lectures and readings will examine major movements in contemporary art, including Pop Art, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art. We will examine the dialogue between visual works and

critical texts by Roland Barthes, Claire Bishop, Frederic Jameson, Adrian Piper, and Kobena Mercer, among others.

HART B273 TOPICS IN EARLY CHINA

This is a topics course. Course content varies.
(Not Offered 2015-2016)

HART B274 TOPICS IN CHINESE ART

This is a topics course. Course content varies.
(Not Offered 2015-2016)

HART B277 TOPICS: HISTORY OF PHOTOGRAPHY

Robbins,C.

This is a topics course. Course content varies. Current topic description: This course uses critical writings on photography and identity to explore the historical entanglement of these subjects. With a focus on racial and gender identities, we will attend to the ways in which photography has been used both to ‘fix’ these identities into stable concepts and to undermine the idea that identity is ‘fixed.’ Case studies include: W.E.B. DuBois’s Paris Exposition, Dorothea Lange, Ana Mendieta, Cindy Sherman, Tseng Kwong Chi, Robert Mapplethorpe, Carrie Mae Weems.

HART B299 HISTORY OF NARRATIVE CINEMA, 1945 TO THE PRESENT

King,H.

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor. Crosslisting(s): ENGL-B299

HART B300 THE CURATOR IN THE MUSEUM

This course provides an introduction to theoretical and practical aspects of museums

and to the links between practice and theory that are the defining characteristic of the museum curator’s work today. The challenges and opportunities confronting curators and their colleagues, peers, audiences, and constituents will be addressed through readings, discussions, guest presentations, writings, and individual and group projects.(Not Offered 2015-2016)

HART B301 MAKING AN EXHIBITION: PERSPECTIVES ON MUSEUMS

This course connects the theory and practice of museum exhibitions and other activities – and addresses the conceptual and organizational development of museums during the twentieth century and today – through the development, implementation, and assessment of an exhibition and related programs. Students will study the history and practice of museum exhibition-making while organizing a major public exhibition. They will work individually and as members of groups with student colleagues, with Bryn Mawr College faculty and staff, and with guests selected for their expertise in and knowledge of a range of museum activities and perspectives. The theory and practice of museum exhibition influences and relies upon methodological, anthropological, art historical, philosophical, historical, sociological, psychological, and organizational perspectives on the prominent place museums occupy in this culture. The course will consist of a series of encounters between the practice of, and reflection on, making an exhibition. Recommended Preparation: Relevant coursework in history of art, fine arts, archaeology, anthropology, history, or other fields in which museums play a prominent role.(Not Offered 2015-2016)

HART B306 FILM THEORY

King,H.

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic “author”; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply

them to a primary cinematic text. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor). Crosslisting(s): ENGL-B306; COML-B306

HART B311 TOPICS IN MEDIEVAL ART

Walker, A.

This is a topics course. Course content varies. Current topic description: This course investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean. Crosslisting(s): HIST-B311; CITY-B312

HART B323 TOPICS IN RENAISSANCE AND BAROQUE ART

This is a topics course. Course content varies. Crosslisting(s): CITY-B323 (Not Offered 2015-2016)

HART B324 ROMAN ARCHITECTURE

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102. Crosslisting(s): CSTS-B324; ARCH-B324 (Not Offered 2015-2016)

HART B330 ARCHITECTURE AND IDENTITY IN ITALY: RENAISSANCE TO THE PRESENT

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism,

Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others. Crosslisting(s): ITAL-B330; CITY-B330 (Not Offered 2015-2016)

HART B334 TOPICS IN FILM STUDIES

This is a topics course. Course content varies. Crosslisting(s): ENGL-B334 (Not Offered 2015-2016)

HART B336 TOPICS IN FILM

Nguyen, H.

This course examines experimental film and video from the 1930's to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom. Current topic description: This course explores how communities and subjects designated as "queer" have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas. Crosslisting(s): ENGL-B336

HART B339 THE ART OF ITALIAN UNIFICATION

Following Italian unification (1815-1871), the statesman, novelist, and painter Massimo d'Azeglio remarked, "Italy has been made; now it remains to make Italians." This course examines the art and architectural movements of the roughly 100 years between the uprisings of 1848 and the beginning of the Second World War, a critical period for defining Italianità. Subjects include the paintings of the Macchiaioli, reactionaries to the 1848 uprisings and the Italian Independence Wars, the politics of nineteenth-century architectural restoration in Italy, the re-urbanization of Italy's new capital Rome, Fascist architecture and urbanism, and the architecture of Italy's African colonies. (Not Offered 2015-2016)

HART B340 TOPICS IN BAROQUE ART

This is a topics course. Course content varies. Crosslisting(s): COML-B340 (Not Offered 2015-2016)

HART B350 TOPICS IN MODERN ART

Robbins,C.

This is a topics course. Course content varies. Current topic description: Alternatively called stilleven (still life) and nature morte (dead nature), the “still life” genre of picture-making operates in between these terms. This course explores the genre as “living image[s] of now dead things,” which is how Roland Barthes describes photographs. We thus reconsider the long history of still life pictures made in painting since the 17th century, as well as those made in photography since its invention, through the lens of photography theory.

HART B355 TOPICS IN THE HISTORY OF LONDON

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. Crosslisting(s): HIST-B355; CITY-B355 (Not Offered 2015-2016)

HART B358 TOPICS IN CLASSICAL ART AND ARCHAEOLOGY

This is a topics course. Course content varies. Crosslisting(s): ARCH-B359; CSTS-B359 (Not Offered 2015-2016)

HART B359 TOPICS IN URBAN CULTURE AND SOCIETY

Morton,T.

This is a topics course. Course content varies. Current topic description: In the early twenty-first century, the problematics of mobility and territory are the water in which we swim. This course uses these concepts as categories for theoretical and historical study of the spatial, material, and aesthetic, examining issues in architecture, urbanism, geography, visual arts, design, and technology. Crosslisting(s): CITY-B360; SOCL-B360; ANTH-B359

HART B367 ASIAN AMERICAN FILM, VIDEO AND NEW MEDIA

Nguyen,H.

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared

to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Crosslisting(s): ENGL-B367

HART B370 TOPICS IN CHINESE ART

This is a topics course. Course content varies. (Not Offered 2015-2016)

HART B373 CONTEMPORARY ART IN EXHIBITION: MUSEUMS AND BEYOND

Robbins,C.

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, “the white cube,” the “black box,” museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

HART B374 TOPICS: EXHIBITION SEMINAR

Robbins,C.

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College.

HART B377 TOPICS IN MODERN ARCHITECTURE

Morton,T.

This is a topics course on modern architecture. Topics vary. Current topic description: This course will focus on a history of architecture and planning that is at once a history of South Asia and a history of modernity itself, examining how these have been constructed from within and without the subcontinent and its diasporas, through architecture’s many forms. Crosslisting(s): CITY-B377

HART B380 TOPICS IN CONTEMPORARY ART

This is a topics course. Course content varies. Current topic description: This seminar will explore the history and theory of photography as a means of understanding the photographic practice in the present, including its “afterlife” or dispersal into other media, film, video art, graphic novels and literature foremost among them.

Saltzman,L.

HART B398 SENIOR CONFERENCE I

Cast,D., Levine,S.

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors.

HART B399 SENIOR CONFERENCE II

Levine,S., King,H.

A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate. Interim oral reports. Required of all majors; culminates in the senior thesis.

HART B403 SUPERVISED WORK

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required.

HART B425 PRAXIS III

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region. (Not Offered 2015-2016)

HART B603 ADVANCED RESEARCH METHODS

Walker,A.

Grounded in the foundational and emergent methods of the discipline, this seminar will immerse students in the process of advanced art historical research and writing. Designed to strengthen skills and facilitate the timely completion of MA theses, if not also, should more advanced students be interested, dissertations, this seminar will be at once an incubator and a workshop.

HART B610 TOPICS IN MEDIEVAL ART

Walker,A.

This is a topics course. Course content varies. Current topic description: This course

investigates how notions of political & social authority were conveyed through the visual and material cultures of Byzantium, the Islamic world, and western Christendom during the late 11th to 13th centuries when these groups experienced an unprecedented degree of cross-cultural exposure as a result of Crusader incursions in the eastern Mediterranean.

HART B630 TOPICS IN RENAISSANCE AND BAROQUE ART

Cast,D.

This is a topics course. Course content varies. Current topic description: This seminar is concerned with both the history and the historiography of Mannerism, that is to say with works of art produced in Italy and beyond in the XVIth century and also the critical history of these works and the varied attention given to them, especially in Germany in the first years of the last century.

HART B636 VASARI

This seminar focuses on Giorgio Vasari as painter and architect and above all as a founder of the Florentine Academy and the writer of the first modern history of the arts. Topics covered range across the arts of that time and then the questions any such critical accounting of the arts calls up, imitation, invention, the notion of the artist and however it is possible to capture in words what seems often to be beyond them. (Not Offered 2015-2016)

HART B640 TOPICS IN BAROQUE ART

This is a topics course. Course content varies. (Not Offered 2015-2016)

HART B645 PROBLEMS IN REPRESENTATION

This seminar examines, as philosophy and history, the idea of realism, as seen in the visual arts since the Renaissance and beyond to the 19th and 20th centuries. (Not Offered 2015-2016)

HART B650 TOPICS IN MODERN ART

Levine,S.

This is a topics course. Topics vary. Current topic description: From the biblical King David to the medieval and early modern kings of France and on to President Bill Clinton and General David Petraeus today, the beauty of Bathsheba has been seen to unleash a compelling drama of looking, adultery, murder, repentance, self-recognition, redemption, and love. From the Rabbis of the

Talmud to the Fathers of the Church, from medieval Books of Hours to You Tube videos, artists and writers have repeatedly reconfigured the meanings of the beauty at her bath.

HART B651 TOPICS: INTERPRETATION AND THEORY

This is a topics course. Course content varies.
King,H.

HART B671 TOPICS IN GERMAN ART

Hertel,C.

This is a topics course. Topics vary. Current topic description: Allegory in German art from Albrecht Dürer to Walter Benjamin

HART B673 CONTEMPORARY ART IN EXHIBITION: MUSEUMS AND BEYOND

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, “the white cube,” the “black box,” museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.(Not Offered 2015-2016)

HART B678 PORTRAITURE

This seminar on self-portraiture examines the representation of the individual from the Renaissance to the present in painting, photography, and film. Artists range from Artemisia Gentileschi and Poussin to Cézanne and Cindy Sherman.(Not Offered 2015-2016)

HART B680 TOPICS IN CONTEMPORARY ART

Saltzman,L.

This is a topics course. Course content varies. Current topic description: This seminar will explore the history and theory of photography as a means of understanding the photographic practice in the present, including its “afterlife” or dispersal into other media, film, video art, graphic novels and literature foremost among them.

HART B701 SUPERVISED WORK

Levine,S., Walker,A., Saltzman,L., King,H., Cast,D.
Supervised Work

INDEPENDENT COLLEGE PROGRAMS

haverford.edu/independent-college-programs

Independent College Programs (ICPR) supports courses that expand and enhance the curricular opportunities at Haverford College. Courses in ICPR do not fit squarely in one academic area of study, but instead are typically interdisciplinary, bringing insights and techniques from one discipline to bear on the questions and interests important to another.

Faculty members from the various academic departments contribute course offerings as do visiting faculty members who bring a unique scholarly expertise and vision to the program offerings. Courses range from introductory to upper level, and cover a broad range of interdisciplinary topics.

FACULTY

Linda Gerstein
Chair and Professor

Roy Ben-Shai
Mellon Postdoctoral Fellow Visiting Assistant Professor

Susan Benston
Visiting Assistant Professor

Kaye Edwards (*on leave Fall 2015*)
Associate Professor; Dir. Health Studies

Victoria Funari
Visiting Assistant Professor, Artist in Residence

Bridget Moix
Visiting Instructor

John Muse
Visiting Assistant Professor

Megan Sands-Lincoln
Visiting Assistant Professor

Carol Schilling
Visiting Professor

Carol Solomon

Visiting Associate Professor

Michelle Taylor

Visiting Assistant Professor

COURSES

ICPRH204A001 PICTURING WAR: GOYA TO ABU GHRAIB

Carol Solomon

An examination of aesthetic, social, political, psychological, and historical aspects of the visual representation of war. Media ranging from prints and photographs to sculpture and film from the beginning of the nineteenth century to the present day.; Humanities (HU)

ICPRH209B001 FILM ON PHOTOGRAPHY: THEORY AND PRACTICE

John H Muse

A study of films that feature photographs as evidence, icons, memento mori, or technical and formal resources. Through careful viewing and lab work on video production techniques, we will consider how particular films stage the relation between photography and film. The labs are mandatory.; Crosslisted: Independent College Programs, Film Studies; Humanities (HU)

ICPRH219A001 THE ONE, THE TWO AND THE MANY: READINGS IN FEMINIST PHILOSOPHY

Roy Ben-Shai

Reading texts by key 20th century feminist philosophers, including de Beauvoir, Irigaray, Butler, and Lorde, our central question will be about the philosophical and ontological status of sexual difference. Is sexual difference belied by our fundamental commonality as human, thinking beings?; Prerequisites: A PJHR, PHIL or gender and sexuality studies course, or consent of the instructor.; Humanities (HU)

ICPRH223A001 MENTAL AFFLCTION: THE DISEASE OF THOUGHT

Susan Benston

Drawing on illness memoirs, literary fiction, case histories, and essays in neuroscience, physics, and philosophy of mind, this course will explore how far the vehicle of language can transport us into turbulent mental landscapes without itself breaking down. The syllabus will feature selections from numerous authors such as Nancy Andreasen, John Barth, Samuel Beckett, Jorge Luis Borges, Robert Coover, Antonio Damasio, Daniel Dennett, Julie Holland, Clarice Lispector, Vladimir Nabokov, Thomas Nagel, Steven Pinker, Fernando Pessoa, Elyn Saks, Lawrence Shainberg, Max Tegmark, and Lu Xun.; Cross-listed in Health Studies; Prerequisite: Freshman Writing or permission of the instructor.; Humanities (HU)

ICPRH243A001 INTRODUCTION TO DOCUMENTARY VIDEO PRODUCTION

Victoria Funari

The craft and theory of documentary video production. The basics, including use of HD digital cameras, lighting and sound techniques, and nonlinear video editing, culminating in the completion of short documentaries during the semester. Attendance at weekly documentary screenings is required.; Prerequisite: Sophomore standing or higher.; Humanities (HU)

ICPRH244B001 QUAKER SOCIAL WITNESS

Kaye Edwards

Seminar course examining the commitment to social justice within the Religious Society of Friends (Quakers), exploring its religious foundation and highlighting historical and current manifestations. Readings on Quaker testimonies and on the roles of Quakers in abolition, suffrage, and peace will be complemented by guest speakers from Quaker social justice organizations.; Social Science (SO)

ICPRH246A001 MANAGEMENT AND LEADERSHIP

Neal Grabell

A study of the managerial functions of planning, organizing, leading and controlling resources to accomplish organizational goals. Focusing on leadership and ethics, this course will consider the role, skills, techniques and responsibilities of managers in business, non-profit, and other organizations.; Social Science (SO)

ICPRH277A001 BUSINESS AND PROFESSIONAL ETHICS FROM ARISTOTLE TO MODERN PRACTICE

Neal Grabell

Through an exploration of ethical theory and case studies, we will examine topics such as: the tension between compliance with the law and the profit motive, professional responsibility and detachment, the proper treatment of clients/patients, short-term vs. long-term benefits, the relevance of social benefits claims to business practice, doing “well” by doing “good”, and the dilemma of ethical relativism in the world of international business.; Prerequisite: Sophomore standing or higher.; Social Science (SO)

ICPRH278B001 DOCUMENTARY FILM AND APPROACHES TO TRUTH

Victoria Funari

This course explores the challenge of truth-telling in documentary film and video, through both practice and theory. What ideas and practices have documentarians engaged with to acknowledge, deny, undermine, complicate, and perhaps solve the problem of truth? Readings, film viewings, discussions, writing, and exercises in video production and editing lead to the creation of final videos by students.; Humanities (HU)

ICPRH290A001 INTERDISCIPLINARY PERSPECTIVES ON GENDER

Anne McGuire, Rosi Song

Humanities (HU)

ICPRH297A001 Time After Time: Temporality in Film and Continental Philosophy

Roy Ben-Shai

This course will examine how film and philosophy deal with problems of time and temporality in the contemporary era--including metaphysical, physical, ethical and political time. Films such as Memento, Terminator and 2001 are read alongside works by Heidegger, Bergson, Freud, Arendt, Benjamin, etc.; Cross-listed in Peace, Justice, and Human Rights; Prerequisite: PJHR101 or 201, or any PHIL course or consent of the instructor; Humanities (HU)

ICPRH301A001 HUMAN RIGHTS, DEVELOPMENT AND INTERNATIONAL ACTIVISM

Thomas J. Donahue

Social Science (SO)

ICPRH306B001 ANARCHISMS: OLD AND NEW*Andrew Cornell*

An inquiry into anarchist political thought and action from the 19th to the 21st century. We will study anarchist views on human nature, democracy, capitalism, feminism, imperialism, and ecology, comparing them with liberal and Marxist perspectives.; Cross-listed: Political Science, Independent College Programs; Prerequisite: One POLS course or consent of the instructor.; Social Science (SO)

ICPRH314B001 AFFIRMATIONS OF LIFE: LUCRETIUS, SPINOZA, AND NIETZSCHE THROUGH THE EYES OF GILLES DELEUZE*Roy Ben-Shai*

Reading Lucretius philosophical poem, On the Nature of Things, Spinoza Ethics, and Nietzsche Zarathustra, alongside interpretative essays by Deleuze, we will trace a distinctive, alternative trajectory in the history of philosophy, whose chief characteristic is an affirmative attitude to life.; Cross-listed: Peace, Justice and Human Rights/Independent College Programs; Prerequisites: Any PJHR or PHIL course, or permission of the instructor.; Humanities (HU)

ICPRH343B001 ADVANCED DOCUMENTARY VIDEO PRODUCTION*Victoria Funari*

The craft and theory of documentary filmmaking beyond the basics. Students produce fully-developed short documentaries, hone their camera and editing skills, and learn basic producer's skills, including proposal writing, legal frameworks, and distribution trends. Required attendance at weekly screenings.; Prerequisites: One introductory video production class or equivalent experience. Students should enter the class having basic competency with video cameras and Final Cut Pro editing software.; Humanities (HU)

ITALIAN AND ITALIAN STUDIES AT BRYN MAWR COLLEGE

brynmawr.edu/italian

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian Studies are to acquire a knowledge of Italian language, literature, and culture, including cinema, art, journalism, pop culture, and music. The Department of Italian Studies also cooperates with the Departments of French and Spanish in the Romance Languages major and with the other foreign languages in the TriCo for a major in Comparative Literature. The Italian Department cooperates also with the Center for International Studies (CIS).

COLLEGE FOREIGN LANGUAGE REQUIREMENT

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

MAJOR REQUIREMENTS

Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101 -102. For students in either Track A or B we recommend a senior experience offered with ITAL 398 and ITAL 399, courses that are required for honors. Students may complete either track. Recommendations are included below—models of different pathways through the major: Majors are required to complete one Writing

Intensive (WI) course in the major. The WI courses will prepare students towards their senior project and to competent and appropriate writing, mainly in three ways: 1) Teach the writing process – planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class peer review sessions). In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning. The goal of the new WI course will be to get students to re-think the argument, logical connection, focus, transition, evidence, quotes, organization, and sources.

ILL MAJOR/TRACK A

Major requirements in ILL are 10 courses.

Track A may be appropriate for students with an interest in literary and language studies.

Required: ITAL 101/102, plus six courses (or more) conducted in Italian and two selected from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304 or 302), Survey (ITAL 307), and two courses on Modern Italian literature (ITAL 380, ITAL 310, ITAL 320).

ICS/TRACK B

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL

101/102, plus three courses conducted in Italian and five related courses in English that may be taken either within the department or in an allied-related fields in various disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: Culture, History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics. *Faculty in other programs may be willing to arrange work within courses that may count for the major.

MAJOR WITH HONORS

Students may apply to complete the major with honors. The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by the fall of senior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals.

THESIS

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed twenty pages in draft. In April they will give an oral presentation of their work of approximately one hour to faculty and interested students. The final draft is due on or around 30 April of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor.

STUDY ABROAD

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and two credits in allied fields (total of four credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature or one credit in Italian Literature and one credit in an allied field (total of two credits).

UNIVERSITY OF PENNSYLVANIA

Students majoring at BMC cannot earn more than two credits at the University of Pennsylvania in Italian.

MINOR REQUIREMENTS

Requirements for the minor in Italian Studies are ITAL 101, 102 and four additional units including two at the 200 level one of which in literature and two at the 300 level one of which in literature. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors apply.

FACULTY

David Cast

Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities and Chair of Italian (*on leave Spring 2016*)

Michele Monserrati

Visiting Assistant Professor in the Department of Italian

Roberta Ricci

Chair and Associate Professor of Italian

Gabriella Troncellitti

Instructional Assistant

ELECTIVE COURSES

ARTW B240/COML B240 LITERARY TRANSLATION

CITY B207 TOPICS IN URBAN STUDIES

COML B225 CENSORSHIP: HISTORICAL CONTEXTS, LOCAL PRACTICES AND GLOBAL RESONANCE

COML B213 THEORY IN PRACTICE: CRITICAL DISCOURSES IN THE HUMANITIES

CSTS B207 EARLY ROME AND THE ROMAN REPUBLIC

CSTS B208 THE ROMAN EMPIRE

CSTS B220 WRITING THE SELF

CSTS B223 THE EARLY MEDIEVAL WORLD

CSTS B310 FORMING THE CLASSICS

ENGL H385 TOPICS IN APOCALYPTIC WRITING - AT HAVERFORD COLLEGE

ENGL H220 EPIC - AT HAVERFORD COLLEGE
HART B104-001 CRITICAL APPROACHES TO VISUAL REPRESENTATION: THE CLASSICAL TRADITION
HART B253: SURVEY OF WESTERN ARCHITECTURE: 1400-1800
HART B323: TOPICS IN RENAISSANCE ART
HART B630:TOPICS IN RENAISSANCE AND BAROQUE ART: MANNERISM
HART/RUSSIAN B215 RUSSIAN AVANT-GARDE ART, LITERATURE AND FILM
HIST B208 THE ROMAN EMPIRE
HIST B212, PIRATES, TRAVELERS AND NATURAL HISTORIANS
HIST B238 FROM BORDELLOS TO CYBERSEX HISTORY OF SEXUALITY IN MODERN EUROPE
HIST B319 TOPICS IN MODERN EUROPEAN HISTORY
MUSC H207 ITALIAN KEYBOARD TRADITION
LATN 200 MEDIEVAL LATIN LITERATURE
SPAN 202 INTRODUCTION TO LITERARY ANALYSIS

COURSES

ITAL B001 ELEMENTARY ITALIAN

Troncelliti,G., Monserrati,M.

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition.

ITAL B002 ELEMENTARY ITALIAN II

Monserrati,M.

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 or placement.

ITAL B101 INTERMEDIATE ITALIAN

Ricci,R.

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials.

ITAL B102 INTERMEDIATE ITALIAN

Ricci,R.

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and internet materials. Prerequisite: ITAL B101 or placement.

ITAL B200 PATHWAYS TO PROFICIENCY

Monserrati,M.

This course is intended for students who have already completed the elementary-intermediate sequence and who are interested in pursuing the study of Italian. The aim of the course is to improve students' proficiency in the Italian language, so that they will be able to take more advanced courses in Italian literature and cultural studies. The focus of this course is to expose students to crucial issues that have influenced Italian culture and society, concurring to develop distinctive ways of thinking, cultural artifacts (literary works, music, works of art, and so on), and that are at the core of contemporary Italian society. Prerequisite: ITAL102 or placement.

ITAL B201 FOCUS: ITALIAN CULTURE AND SOCIETY I

Language and Cultural Studies course with a strong cultural component. It focuses on the wide variety of problems that a post-industrial

and mostly urban society like Italy must face today. Language structure and patterns will be reinforced through the study of music, short films, current issues, and even stereotypes. Prerequisite: ITAL 102, or equivalent. (Not Offered 2015-2016)

ITAL B207 DANTE IN TRANSLATION

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Course taught in English; One additional hour for students who want Italian credit (ITAL 301). (Not Offered 2015-2016)

ITAL B208 PETRARCA AND BOCCACCIO IN TRANSLATION

The course will focus on a close analysis of Petrarch's Canzoniere and Boccaccio's Decameron, with attention given also to their minor works and the historical/literary context connected with these texts. Attention will also be given to Florentine literature, art, thought, and history from the death of Dante to the age of Lorenzo de' Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; and Florentine humanism from Salutati to Alberti. Course taught In English; One additional hour for students who want Italian credit (ITAL B303) Counts towards: Health Studies(Not Offered 2015-2016)

ITAL B211 PRIMO LEVI, THE HOLOCAUST, AND ITS AFTERMATH

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose

works are also connected with the Holocaust. Crosslisting(s): HEBR-B211; COML-B211 (Not Offered 2015-2016)

ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE

This course, taught in English, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed. Counts towards: Gender and Sexuality Studies; Film Studies; Crosslisting(s): COML-B214 (Not Offered 2015-2016)

ITAL B213 THEORY IN PRACTICE:CRITICAL DISCOURSES IN THE HUMANITIES

Higginson,P.

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies. Current topic description: Structuralism, Poststructuralism, Feminism, Postcolonialism Crosslisting(s): RUSS-B253; PHIL-B253; HART-B213; GERM-B213

ITAL B215 THE CITY OF NAPLES

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture. Crosslisting(s): CITY-B216 (Not Offered 2015-2016)

ITAL B219 MULTICULTURALISM IN MEDIEVAL ITALY

This course examines cross-cultural interactions in medieval Italy played out through the patronage, production, and reception of works of art and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. Media examined include buildings, mosaics, ivories, and textiles. Crosslisting(s): HART-B219; (Not Offered 2015-2016)

ITAL B225 ITALIAN CINEMA AND LITERARY ADAPTATION

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family within the European context of WWII and post-war Italy. Counts towards: Film Studies (Not Offered 2015-2016)

ITAL B229 FOOD IN ITALIAN LITERATURE, CULTURE, AND CINEMA

Taught in English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit. Prerequisite: ITAL 102. Counts towards: Film Studies. (Not Offered 2015-2016)

ITAL B235 THE ITALIAN WOMEN'S MOVEMENT

Ricci, R.

Emphasis will be put on Italian women writers and film directors, who are often left out of syllabi adhering to traditional canons. Particular attention will be paid to: a) women writers who have found their voices (through writing) as a means of psychological survival in a patriarchal world; b) women engaged in the women's movement of the 70's and who continue to look at, and rewrite, women's stories of empowerment and solidarity; c) “divaism”, fame, via beauty

and sex with a particular emphasis on the '60s (i.e. Gina Lollobrigida, Sofia Loren, Claudia Cardinale). Counts towards: Gender and Sexuality Studies.

ITAL B255 UOMINI D'ONORE IN SICILIA: ITALIAN MAFIA IN LITERATURE AND CINEMA

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the ‘classical’ example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor. Counts towards: Film Studies. (Not Offered 2015-2016)

ITAL B301 DANTE

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Prerequisite: At least two 200-level literature courses. (Not Offered 2015-2016)

ITAL B303 PETRARCA AND BOCCACCIO

The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. The Decameron will be read in Italian. Attention will also be paid to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how each author represented women in the context of 14th-century Italy. Prerequisite: At least two 200-level literature courses. Taught in Italian. Counts towards: Health Studies. (Not Offered 2015-2016)

ITAL B304 IL RINASCIMENTO IN ITALIA E OLTRE

Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises, and letters), in court (especially in Ferrara), and in society, where for the first time women formed groups and their own discourse. What happens when women become the subject of study? What is learned about women and the nation? What is learned about gender and how disciplinary knowledge itself is changed through the centuries? Prerequisite: At least two 200-level literature courses. Taught in Italian. Counts towards: Gender and Sexuality Studies (Not Offered 2015-2016)

ITAL B310 DETECTIVE FICTION

In English. Why is detective fiction so popular? What explains the continuing multiplication of detective texts despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to the more distant mystery stories from around the world. The international scope of the readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to international influence of the British-American model. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Suggested Preparation: One literature course at the 200 level. Counts towards: Film Studies Crosslisting(s): COML-B310 (Not Offered 2015-2016)

ITAL B311 THE MYTH OF VENICE (1800-2000)

The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the

literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. Suggested Preparation: At least two 200-level literature courses. Counts towards: Film Studies Crosslisting(s): COML-B311 Instructor(s): Monserrat, M.

ITAL B320 NATIONALISM AND FREEDOM: THE ITALIAN RISORGIMENTO IN FOSCOLO, MANZONI, LEOPARDI

This course deals with 19th century Italian poetry and literary movement for Italian unification inspired by the realities of the new economic and political forces at work after 1815. As a manifestation of the nationalism sweeping over Europe during the nineteenth century, the Risorgimento aimed to unite Italy under one flag and one government. For many Italians, however, Risorgimento meant more than political unity. It described a movement for the renewal of Italian society and people beyond purely political aims. Among Italian patriots the common denominator was a desire for freedom from foreign control, liberalism, and constitutionalism. The course will discuss issues such as Enlightenment, Romanticism, Nationalism, and the complex relationship between history and literature in Foscolo, Manzoni, and Leopardi. This course is taught in Italian. Prerequisite: one 200 level Italian course. (Not Offered 2015-2016)

ITAL B330 ARCHITECTURE AND IDENTITY IN ITALY: RENAISSANCE TO THE PRESENT

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others. Crosslisting(s): CITY-B330 (Not Offered 2015-2016)

ITAL B340 THE ART OF ITALIAN UNIFICATION

Following Italian unification (1815-1871), the statesman, novelist, and painter Massimo d'Azeglio remarked, "Italy has been made; now it remains to make Italians." This course examines the art and architectural movements of the roughly 100 years between the uprisings of 1848 and the beginning of the Second World War, a critical period for defining Italianità. Subjects include the paintings of the Macchiaioli, reactionaries to the 1848 uprisings and the Italian Independence Wars, the politics of nineteenth-century architectural restoration in Italy, the re-urbanization of Italy's new capital Rome, Fascist architecture and urbanism, and the architecture of Italy's African colonies. (Not Offered 2015-2016)

**ITAL B380 MODERNITY AND PSYCHOANALYSIS:
CROSSING NATIONAL BOUNDARIES IN 20TH C.****ITALY AND EUROPE**

Designed as an in-depth interdisciplinary exploration of Italy's intellectual life, the course is organized around major literary and cultural trends in 20th century Europe, including philosophical ideas and cinema. We investigate Italian fiction in the global and international perspective, from modernity to Freud and Psychoanalysis, going beyond national boundaries and proposing ethical models across historical times. Prerequisite: One 200-Level course in Italian

Ricci, R.

ITAL B398 SENIOR SEMINAR

Ricci, R.

This course is open only to seniors in Italian and in Romance Languages. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed an abstract and a critical annotated bibliography to be presented to the department. See Thesis description.

ITAL B399 SENIOR CONFERENCE

Ricci, R.

Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages.

ITAL B403 SUPERVISED WORK

Offered with approval of the Department.

LATIN AMERICAN, IBERIAN, & LATINO STUDIES

haverford.edu/lais

This concentration is an interdisciplinary program for students majoring in a related discipline who wish to undertake a comprehensive study of the cultures of Spanish America, Brazil, or the Iberian Peninsula (Spain and Portugal). Students supplement a major in one of the cooperating departments (e.g., history, history of art, religion, political science, anthropology, psychology, economics, comparative literature, linguistics or Spanish) with courses that focus on Latin American and Iberian issues and themes.

REQUIREMENTS

Six courses and one essay or creative work:

- Competence in Spanish to be achieved no later than the junior year, demonstrated by the completion of at least one course in Spanish at the 200 level or above.
- Spanish/Independent College Programs 240 at Haverford, or General Studies 145 at Bryn Mawr. One of these two courses will be taught every Spring, alternating between Haverford and Bryn Mawr.
- Four other related courses, two of which must be taken outside the major department; one of these four courses should be at the 300 level. These courses are to be chosen from the offerings listed under the concentration in the Haverford College Catalog or the Course Guide. Students should consult with their advisors as to which courses are most appropriate for their major and special interests: some apply more to Latin America, some to the Iberian Peninsula and others to the United States. Students may have other courses approved to fulfill this requirement if they can demonstrate their pertinence to the concentration. The concentration coordinator will approve courses not listed in the Catalog or Course Guide

on a case-by-case basis. These can include courses offered at Bryn Mawr, Swarthmore, the University of Pennsylvania, or in approved study abroad programs.

- A long paper (at least 20 pages) on Latin America, the Iberian Peninsula, or the Latino experience in the United States to be completed no later than the first semester of the senior year, as part of the work for a course in the student's major or the concentration. Whenever possible, the paper should be written while in residence at the College. Students must submit in advance a proposal for the paper topic, accompanied by a bibliography, for the concentration coordinator's approval. Although the topic is open and should reflect the student's interests in a particular discipline, the paper should demonstrate the student's ability to discuss cogently the history, literature, social, or political thought of Latin America or Spain as it applies to the individual student's research project. The concentration coordinator may on a case-by-case basis approve creative works, such as films and other types of art requiring work comparable to a long paper, to fulfill this requirement.

FACULTY

Roberto Castillo Sandoval

Associate Professor of Spanish and Comparative Literature and Latin American, Iberian, and Latino Studies Coordinator

FALL COURSES

AT HAVERFORD

- ANTH H250 A001 READING MEXICO, READING ETHNOGRAPHY
COML H210 A001 SPANISH AND SPANISH AMERICAN FILM STUDIES
COML H214 A001 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA
COML H250 A001 QUIXOTIC NARRATIVES
HIST H114 A001 ORIGINS OF THE GLOBAL SOUTH
POLSH208A001 POLITICAL THOUGHT IN THE GLOBAL SOUTH: THE CASE OF LATIN AMERICA
POLS H330 A001 TOPICS IN COMPARATIVE POLITICS
SPAN H214 A001 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA
SPAN H250 A001 QUIXOTIC NARRATIVES

AT BRYN MAWR

- ENGL B217 001 NARRATIVES OF LATINIDAD
HIST B265 001 AMERICAN COLONIAL ENCOUNTERS
SOCL B235 001 MEXICAN-AMERICAN COMMUNITIES
SPAN B110 001 INTRO ANÁLISIS CULTURAL
SPAN B120 001 INTRO AL ANALISIS LITERARIO
SPAN B211 001 BORGES Y SUS LECTORES
SPAN B217 001 NARRATIVES OF LATINIDAD
SPAN B307 001 CERVANTES

AT SWARTHMORE

- ANTH 051B DRUGS AND GOVERNANCE IN THE AMERICAS
ARTH 023 ARTS OF THE ANCIENT AMERICAS
ARTH 054 SURVEY OF LATIN AMERICAN ARTS
LALS 010 (B)ORDERS AND (DIS)ORDERS: (IM) MIGRATION AND IMAGINED COMMUNITIES [FYS, [W]
LALS 030 DRUGS, GANGS AND U.S. IMPERIALISM
LITR 015S INTRODUCTION TO LATINO/A LITERATURE [W]
LITR 074S QUEER ISSUES IN LATIN AMERICAN LITERATURE & CINEMA
POLS 057 LATIN AMERICAN POLITICS
POLS 109 COMPARATIVE POLITICS: LATIN AMERICA
SPAN 010 EN BUSCA DE LATINOAMÉRICA
SPAN 074 QUEER ISSUES IN LATIN AMERICAN LITERATURE AND CINEMA
SPAN 082 MÉXICO LINDO Y MALDITO: REPRESENTACIONES CULTURALES

SPRING COURSES

AT HAVERFORD

- COML H343 B001 THE LATIN AMERICAN CITY AND ITS NARRATIVES
SPAN H343 B001 THE LATIN AMERICAN CITY AND ITS NARRATIVES
COML H316 B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA
HIST H209 B001 MODERN LATIN AMERICA
HIST H317 B001 LATIN AMERICAN BAROQUE
PEAC H316 B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA
SPAN H203 B001 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA
SPAN H316 B001 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA

AT SWARTHMORE

- ANTH 051B DRUGS AND GOVERNANCE IN THE AMERICAS
ARTH 001P OBJECTS OF EMPIRE: THE GLOBAL ARTS OF THE EARLY-MODERN WORLD (PRIOR LAS APPROVAL REQUIRED)
EDUC 068 URBAN EDUCATION
HIST 004 LATIN AMERICAN HISTORY
LALS 025 IN QUEST OF GOD: THE LATIN AMERICAN RELIGIOUS ARENA (RELG 043)
LITR 075S BORGES: AESTHETICS AND THEORY [SPAN 075]
SOCI 024C LATIN AMERICAN SOCIETY THROUGH ITS NOVEL
SPAN 023 INTRODUCCIÓN A LA LITERATURA LATINOAMÉRICANA (W)
SPAN 050 AFROCARIBE: LITERATURE Y CULTURA VISUAL
SPAN 103 HORACIO CASTELLANOS MOYA: CENTROAMÉRICA EN LAS VENAS

LINGUISTICS (TRI-CO)

haverford.edu/linguistics

Linguistics is the scientific study of language, the medium that allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form, and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which prepares students for future pursuits in any field in which such skills are essential. Linguistics is also relevant to other disciplines, such as psychology, philosophy, mathematics, computer science, sociology and anthropology, and some of our students choose to double major with one of these.

MAJOR LEARNING GOALS

1. Examine the structural components of sound, form, and meaning, and the precise interplay between them.
2. Interact with the field of linguistics through a series of foundation courses in linguistics theory and methodology.
3. Stress analytical and argumentation skills, preparing students for future pursuits in any field to which such skills are essential, including psychology, neuroscience, philosophy, mathematics, computer science, computational linguistics, sociology, and anthropology.
4. Apply theoretical and methodological tools to the analysis of linguistic data, particularly in forming and testing hypotheses, and arrive at conclusions that the data and arguments support.
5. Understand how language influences the way we interact with each other and with the larger world around us.
6. Investigate how people acquire their knowledge about language, how this knowledge interacts with other cognitive processes and how it varies across speakers and geographic regions.

MAJOR REQUIREMENTS

1. One course or seminar from each of the following categories:
 - Sounds: LING H115 at Haverford (HC) or LING045 at Swarthmore (SC)
 - Forms: LING H113 at HC or LING050 at SC
 - Meanings: LING H114 at HC or LING040 or 026 at SC
2. Course(s) in the structure of a non-Indo-European Language, typically LING215, or LING282 at HC, or LING061, 062, 064 at SC. (Linguistics and Language majors must study two different languages with three credits from each, with at least two credits at the intermediate level.)
3. Two elective courses in Linguistics or related fields.
4. A senior thesis in the fall of the senior year in LING100 (Research Seminar). This thesis constitutes the comprehensive requirement. Students can take the course for one or two credits. If the former, the student should take one more elective course in Linguistics.

MINOR REQUIREMENTS

Students may minor in linguistics through Haverford by completing six credits in the following three areas:

- A. Mandatory Foundation Courses (three credits):
 - LING H113 or LING S050 (Introduction to Syntax)
 - LING H114 or LING S040 (Introduction to Semantics)
 - LING H115 or LING S045 (Phonetics and Phonology)
- B. Structure of a Non-Indo-European Language Courses (choose one):
 - LING H215 (Structure of Colonial Valley Zapotec)
 - LING H282 (Structure of Chinese)
 - LING S060 (Structure of Navajo)
 - LING S062 (Structure of American Sign Language)
 - LING S064 (Structure of Tuvan)

- C. Elective Courses (choose two):
- LING B101 (Introduction to Linguistics)
 - LING/ENGL H213 (Inventing [the] English)
 - LING/PSYC H238 (The Psychology of Language)
 - LING/PHIL H253 (Analytic Philosophy of Language)
 - LING/PHIL H260 (Historical Introduction to Logic)
 - LING/ANTH B281 (Language in the Social Context)
 - LING/CMSC B325 (Computational Linguistics)
 - LING/SPAN H365 (The Politics of Language in the Spanish-Speaking World)
 - LING/EAST H382 (Topics in Chinese Syntax and Semantics)

The department accepts all linguistics courses offered at Swarthmore for minor credits for the appropriate categories.

FACULTY

Shizhe Huang

Co-Chair and Associate Professor of Chinese and Linguistics with C.V. Starr Professorship in Asian Studies

Brook D. Lillehaugen (*on leave 2015-16*)
Assistant Professor of Linguistics (Tri-College)

Jason Overfelt
Visiting Instructor of Linguistics

AT SWARTHMORE:
K. David Harrison
Associate Professor of Linguistics

Theodore Fernald
Co-Chair and Professor of Linguistics

Donna Jo Napoli
Professor of Linguistics

Byron Ahn
Visiting Assistant Professor

Emily A. Gasser
Visiting Assistant Professor of Linguistics

Nathan Sanders
Visiting Assistant Professor of Linguistics

Jamie A. Thomas

Visiting Assistant Professor of Linguistics

Shelley DePaul

Instructor, Lenape Language Study

AFFILIATED FACULTY AT HAVERFORD:

Marilyn Boltz

Professor of Psychology

Danielle Macbeth

T. Wistar Brown Professor of Philosophy

Maud McInerney

Associate Professor of English

Ana López-Sánchez

Assistant Professor of Spanish

AT BRYN MAWR:

Deepak Kumar

Professor of Computer Science

Amanda Weidman

Assistant Professor of Anthropology

COURSES

LINGH101B001 INTRODUCTION TO LINGUISTICS

TBA Department staff

An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language.; Humanities (HU)

LINGH113A001 INTRODUCTION TO SYNTAX

Shizhe Huang

This course is a hands-on investigation of sentence structures in human language. This is a participation intensive course. Collectively, the class will develop an increasingly complex syntactic theory starting with basic assumptions and seeing where they lead. In the process, students will develop skills in observing syntactic patterns and analyzing these patterns in order to come to some generalizations on their own.; Humanities (HU)

LINGH114B001 INTRODUCTION TO SEMANTICS*Shizhe Huang*

This course focuses on the study of meaning in human language. We will explore semantic issues that arise from the lexicon, the sentences, and the discourse. Along the way, we will investigate not only the semantic structure of natural language but also pragmatic factors that affect language use. This is a participation-intensive course. In the process, students will not only learn the basic semantic theory but will also develop skills in observing semantic patterns and analyzing these patterns in order to come to some generalizations on their own.; Humanities (HU)

LINGH115B001 PHONETICS AND PHONOLOGY*Brook Danielle Lillehangen*

This course investigates the sound patterns found in human languages. Phonetics is the study of these patterns from a physical and perceptual perspective while phonology is the study of sound patterns from a cognitive perspective. Activities in the class will expose students to the methodologies used by both perspectives (articulatory description and acoustic analysis for phonetics and formal theoretical models for phonology) and show the necessity and utility of both approaches in understanding the nature of sound patterns in human language.; Humanities (HU)

LINGH116B001 SYNTAX II*Jason D. Overfelt*

This course is a sequel to LING113--Introduction to Syntax. It is designed to provide further training in formal syntax, in terms of both data analysis and the fundamentals of syntactic theory. Students will read Government-Binding (GB) theory to consolidate what they have learned in Syntax I, then will move quickly to more advanced topics, such as constraints on A'-movement, the nature and location of argument positions, and the properties of Logical Form. The second part of the course features close reading of several major articles of the past 25 years, as a way of exploring both the details of the theory and some of the rich cross-linguistic data that supports it.; Prerequisites: LING113, or SWAT LING050; Humanities (HU)

LINGH238A001 PSYCHOLOGY OF LANGUAGE*Marilyn Boltz*

An interdisciplinary examination of linguistic theory, language evolution, and the psychological processes involved in using language. Topics include speech perception and production, processes of comprehension, language and the brain, language learning, language and thought, linguistic diversity, and conversational interaction.; Prerequisites: PSYC100, BMC 105 or Psychology AP Score 4+ or consent of the instructor.; Social Science (SO)

LINGH282A001 STRUCTURE OF CHINESE*Shizhe Huang*

This course is designed to acquaint students with both the syntactic and semantic structures of Mandarin Chinese and the theoretical implications they pose to the study of natural language. Students will have an opportunity to further their understanding of linguistic theories and to develop skills in analyzing a non-Indo-European language systematically.; At least two of the following: LING113, 114, 101, or consent of the instructor.; Social Science (SO)

LINGH365A001 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD*Ana Lopez Sanchez*

The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation.; Humanities (HU)

MATHEMATICAL ECONOMICS

Mathematics and economics are complementary disciplines. Most branches of modern economics use mathematics and statistics extensively, and some important areas of mathematical research have been motivated by economic problems. Economists and mathematicians have made important contributions to one another's disciplines. Economist Kenneth Arrow, for example, did path-breaking work in the field of mathematical optimization, and in 1994, Mathematician John Nash was awarded the Nobel Prize in economics for work he did in game theory that has become central to contemporary economic theory. Haverford's area of concentration in mathematical economics (haverford.edu/economics/curriculum/mathematical_economics.php) enables students in both disciplines not only to gain proficiency in the other, but also to appreciate the ways in which they are related.

Students enrolling in the area of concentration in mathematical economics must major in either mathematics or economics.

- A student majoring in economics may choose to pursue either the concentration in mathematical economics or a minor in mathematics, but not both.
- A student majoring in mathematics may choose to pursue either the concentration in mathematical economics or a minor in economics, but not both.
- A student double-majoring in economics and mathematics may not enroll in the area of concentration in mathematical economics.

Economics students with a variety of backgrounds and career interests can benefit from completing the concentration. The mathematics courses the concentration requires are extremely valuable for students interested in pursuing graduate study in economics. A strong mathematical background is also an asset for students going on to business school or graduate programs in public policy. Many economics-related jobs in government, business,

and finance require strong quantitative skills, and the concentration prepares students interested in seeking such positions.

The concentration can also benefit mathematics majors. Many students find mathematics more exciting and meaningful when they see it applied to a discipline they find interesting and concrete. Almost every undergraduate mathematics course covers topics useful in economic applications: optimization techniques in multivariable calculus, quadratic forms in linear algebra, and fixed point theorems in topology. In intermediate and advanced courses in economics, mathematics majors can see how these tools and methods are applied in another discipline.

CURRICULUM

Mathematics majors pursuing the concentration take four economics courses that provide a solid grounding in economic theory, as well as two mathematics electives on topics that have important applications in economics. Economics majors in the concentration take four mathematics courses (all beyond the level of mathematics required for all economics majors), and two economics electives that emphasize mathematical reasoning.

CONCENTRATIONS AND MINORS

The concentration in mathematical economics differs from the minors in mathematics and economics in a specific way: it focuses on the complementarities between the two disciplines; the minors in mathematics and economics are designed to provide a basic foundation in each discipline, but not necessarily an inter-disciplinary orientation.

MATHEMATICAL ECONOMICS CONCENTRATION REQUIREMENTS

- I. For students majoring in mathematics, the concentration requires six courses:
 - i. ECON 105 or 106 (Introduction to Economics). (Students who, with permission

of the economics department, place out of ECON 105/106, must replace ECON 105/106 with an economics elective at the 200-level or above.)

- ii. ECON 204 (Economic Statistics with Calculus), or an applied statistics course offered by the economics or mathematics department at an equivalent or higher level
- iii. ECON 300 (Intermediate Microeconomics)

B. One additional elective in economics at the 200-level or above

C. Two mathematics electives on topics with significant relevance or applicability to economics. (Students may count these courses toward fulfillment of the mathematics major as well as the mathematical economics area of concentration.)

II. For students majoring in economics, the concentration requires six courses:

A. Three required mathematics courses:

- i. MATH 121 (Multivariable Calculus) or MATH 216 (Advanced Calculus)
- ii. MATH 215 (Linear Algebra)
- iii. MATH 317 (Analysis I)

B. One additional elective in mathematics at the 200-level or above

C. Two economics electives involving significant applications of mathematical methods. (Students may count these courses toward fulfillment of the economics major as well as the mathematical economics area of concentration.)

MATHEMATICAL ECONOMICS REPRESENTATIVES AND COORDINATORS

Students should consult with the concentration coordinator or the mathematics department representative about selecting the electives for the concentration (parts B and C of the requirements above).

Giri Parameswaran

Assistant Professor of Economics, Economics Department Representative and Concentration Coordinator

Lynne Butler

Professor of Mathematics and Statistics,
Mathematics Department Representative

MATHEMATICS AND STATISTICS

haverford.edu/mathematics

The courses in the department of Mathematics and Statistics aim to:

- promote rigorous thinking in a systematic, deductive, intellectual discipline
- help students identify and articulate mathematical and statistical problems that they encounter, both in formal academic work and elsewhere
- foster technical competence in mathematics and statistics as an aid to the better comprehension of the physical, biological, and social sciences
- guide and direct majors toward an interest in research in the mathematical and statistical sciences.

CURRICULUM

MAJOR

Mathematics majors take a three-year core sequence of courses in calculus, linear algebra, abstract algebra, and analysis, designed to provide a foundation for further study in the major areas of modern mathematics. Students with substantial advanced placement may complete this sequence by the end of their sophomore year. Students who have completed the core sequence may take advanced courses in algebra, analysis, topology, or other special topics. We urge mathematics majors to gain facility in the use of computers, either through the introductory courses Computer Science 105, 106, applied math electives (like Math 210, 218, 222, or 397), or independent work.

Mathematics courses for majors fall into six general categories:

1. Preliminary calculus: Math 105, 118 or advanced placement. Although not listed among the requirements, these are prerequisites for all subsequent courses in mathematics.
2. Multivariate calculus/Linear algebra: Math 215, 121 or 216. These courses benefit both majors and non-majors, but are the real “introduction” to math for most majors.

3. Core major courses: Math 317-318: Analysis Math 333-334: Algebra. These courses are the “cornerstone” of the major, introducing many important ideas in which modern mathematics is based, and also sharpening students’ skills in mathematical discourse (i.e. careful statements of definitions, theorems, proofs).

4. Intermediate electives: Math 203 (Statistical Methods), 210 (Linear Optimization), 218 (Probability), 222 (Scientific Computing), 286 (Multivariate Statistics).

5. Advanced electives: 335 (Topology), 337 (Differential Geometry), 328 (Mathematical Statistics), and other advanced topics courses varying from year to year.

6. Other courses:

- Math 399/400 (Senior Seminar/Senior Research): A required yearlong course for seniors that involves both independent work with their senior thesis advisor and a group seminar offering advice, support, and practice for seniors in preparing the senior paper and oral presentation.
- Math 460 (Teaching Assistantship in Mathematics): A half-credit course, in which students work closely with a single faculty member in a single course at the 100- or 200-level, offering various kinds of classroom support including problem sessions, review, tutoring, and laboratory assistance.

MATHEMATICS MAJOR REQUIREMENTS

1. Math 215, and either Math 121 or Math 216
2. Math 317 and 333, and one of Math 318 or 334
3. Four additional electives in mathematics or approved related courses at the 200-level or higher. At least one of these must be at the 300-level. (Note: Math 399, Math 400, Math 460, and Math 480 do not count toward this requirement.)
4. The senior seminar, Fall and Spring.
5. A senior paper and oral presentation.

We strongly advise students planning graduate study in mathematics or related fields to take additional courses at the 300 level.(no paragraph) Majors may substitute equivalent courses in mathematics at Bryn Mawr College for any requirement, subject to advisor approval.

MINOR

Mathematics minors take the same core sequence as do the majors, though not necessarily to the same depth, followed by a selection of electives tailored to the student's interest. Statistics minors take a separate core sequence in probability and statistics, with later flexibility in pursuing either a more applied or a more theoretical track.

MATHEMATICS MINOR REQUIREMENTS

- Math 215 (Linear Algebra) and either Math121 (Multivariable Calculus) or Math216 (Advanced Calculus).
- Math 317 (Analysis I) and Math 333 (Algebra I).
- Two additional electives in mathematics at the 200 level or higher.

Minors may substitute equivalent courses in mathematics at Bryn Mawr College for any requirement, subject to advisor approval.

STATISTICS MINOR REQUIREMENTS

- One of the following courses: Stat 203, Econ 204, Psyc 200, Soci 215
- Stat 286 (Applied Multivariate Statistical Analysis)
- Math 218 (Probability)
- Math 215 (Linear Algebra)
- Math 121 or Math 216 (Multivariable Calculus)
- One of the following:
 - o Stat 328 (Mathematical Statistics)
 - o Stat 396 (Advanced Topics in Probability and Statistics)
 - o Econ 304 (Econometrics)
 - o Sociology 320 (Advanced Quantitative Methods for Sociologists).

CONCENTRATIONS

Mathematics majors can pursue four areas of concentration:

- Computer Science (more theoretical)
- Scientific Computing (more applied)
- Mathematical Economics (for majors interested in applying their skills to economic problems)
- Mathematics Education (for majors interested in teaching mathematics)

FACULTY

Lynne Butler
Professor

Trubee Davidson
Visiting Instructor

Gabriel Feinberg
Visiting Assistant Professor

Amanda French
Visiting Assistant Professor

Curtis Greene (*on leave 2015-16*)
Department Chair and J. McLain King Professor of Mathematics

David Lippel
Visiting Assistant Professor and Laboratory Instructor

Robert Manning
William H. and Johanna A. Harris Professor of Computational Science

Elizabeth Townsend Milicevic (*on leave 2015-16*)
Assistant Professor

Weiwen Miao
Associate Professor

Joshua Sabloff
Professor

Jeff Tecosky-Feldman
Senior Lecturer

COURSES

MATHH103A001 INTRODUCTION TO PROBABILITY AND STATISTICS

TBA Department staff

Basic concepts and methods of elementary probability and quantitative reasoning, with practical applications. Topics include: sample average and standard deviation, normal curves, regression, expected value and standard error, confidence intervals and hypothesis tests; Cross-listed in Mathematics and Statistics; Prerequisite: Not open to students who have (a) placed into MATH121 or higher, (b) taken 118 or higher, or (c) taken any other introductory statistics class at Haverford or Bryn Mawr.; Quantitative (QU); Natural Science (NA)

MATHH105B001 APPLIED MODELING WITH CALCULUS

Jeff Tecosky-Feldman

An introduction to aspects of calculus useful in applied work in the natural and social sciences, with a strong emphasis on developing mathematical modeling skills. Topics include differential calculus of functions of one and several variables, differential equations. Applications to biology, economics, and physics.; Quantitative (QU); Natural Science (NA)

MATHH118A001 CALCULUS: DYNAMICS AND INTEGRATION

Jeff Tecosky-Feldman

A study of the evolution of systems defined by difference and differential equations. Methods of analysis come from calculus: the limit, the derivative, and the integral from numerical, graphical, and symbolic perspectives. A fourth hour discussion session is required.; Prerequisite: MATH105 or placement.; Quantitative (QU); Natural Science (NA)

MATHH121A001 CALCULUS III

Joshua Sabloff, David A. Lippel

An introduction to functions of several variables, vector geometry, partial derivatives, maxima & minima, Taylor's Theorem, multiple integrals, line integrals, and Green's and Stokes' Theorem. One additional required discussion hour.; Prerequisite: MATH114 or 115 or equivalent placement.; Quantitative (QU); Natural Science (NA)

MATHH121A00A MULTIVARIABLE CALCULUS

David A. Lippel

An introduction to functions of several variables, vector geometry, partial derivatives, maxima & minima, Taylor's Theorem, multiple integrals, line integrals, and Green's and Stokes' Theorem. Enrollment in one lab hour is required.; Prerequisites: MATH114, 115, 118 or equivalent placement. Not open to students who have previously taken multivariable calculus at the college level, either at Haverford or elsewhere, except with instructor permission.; Quantitative (QU); Natural Science (NA)

MATHH199I001 FIRST YEAR SEMINAR: MATHEMATICS BEYOND CALCULUS

Joshua Sabloff

Half-credit course designed to introduce and convey the flavor of mathematics beyond the introductory core sequence in calculus and

linear algebra. A selection of topics will be covered, varying from year to year.; Prerequisites: MATH215 is a pre- or co-requisite.; Quantitative (QU); Natural Science (NA)

MATHH203A001 STATISTICAL METHODS AND THEIR APPLICATIONS

Weiven Miao

An introduction to statistical methods used to analyze data in the natural and social sciences. It covers descriptive statistics, the binomial and normal distributions, expected value and variance, confidence intervals and hypothesis testing, comparison of two samples, regression, and analysis of variance. A required computer lab, using R, is taught alongside this course.; Cross-listed: Mathematics and Statistics; Prerequisites: MATH118 or higher, placement into 121 or higher, or permission of the instructor. Students who have taken another introductory statistics course at Haverford or Bryn Mawr may only enroll in STAT203 with permission of the instructor.; Natural Science (NA); Quantitative (QU)

MATHH205A001 TOPICS IN GEOMETRY

Jeff Tecosky-Feldman

An introduction to several areas in classical and modern geometry: analytic geometry, conic sections, Platonic solids and polyhedra, tessellations of the plane, projective, hyperbolic, and differential geometry. Students will see how symmetry groups serve as a unifying theme in geometry. This course will introduce students to the skill of writing formal mathematical proofs.; Natural Science (NA); Quantitative (QU)

MATHH215A001 LINEAR ALGEBRA

TBA Department staff

An introduction to linear algebra: vector spaces, linear transformations and matrices, determinants, quadratic forms and eigenvalue problems. Applications to differential equations and linear models are discussed.; Prerequisites: MATH115 or 121 or equivalent placement, or 114 with consent of the instructor.; Quantitative (QU)

MATHH216B001 ADVANCED CALCULUS

Jeff Tecosky-Feldman

Calculus of several variables: continuous and differentiable functions on Euclidean spaces, extreme value problems, inverse and implicit function theorems, multiple integration, Green's

and Stokes' Theorems.; Prerequisite: MATH215.; Natural Science (NA)

MATHH218A001 PROBABILITY

Lynne Butler

An introduction to probability theory. Topics include: sample spaces, combinatorics, conditional probability, independence, discrete and continuous random variables, functions of random variables, expected value and variance, the moment generating function, and some basic limit theorems.; Prerequisites: MATH216 or 121 or consent of the instructor.; Quantitative (QU); Natural Science (NA)

MATHH286A001 APPLIED MULTIVARIATE STATISTICAL ANALYSIS

Weiven Miao

An introduction to multivariate statistical analysis. The course includes methods for choosing, fitting, and evaluating multiple regression models and analysis of variance models. A required computer lab, using R, is taught alongside this course.; Prerequisites: Mathematics 215 and one of the following: ECON204, MATH203, PSYC200 or SOCL215.; Quantitative (QU); Natural Science (NA)

MATHH317A001 ANALYSIS I

Robert Manning

A rigorous development of topics in calculus, including detailed treatment of the axioms of the real number line, cardinality, topology of normed spaces, compactness, and various notions of convergence. This course also serves as a thorough introduction to clear, correct writing of mathematical proofs.; Prerequisites: MATH215 and either 121 or 216 or consent of the instructor.; Natural Science (NA)

MATHH318B001 ANALYSIS II

Robert Manning

A continuation of mathematics 317, focusing particularly on sequences and series of functions with applications (e.g., Fourier series, existence and uniqueness of solutions to differential equations). Other advanced topics (such as measure theory, the Lebesgue integral, calculus of variations, Fourier transforms, approximation theorems or fixed point theorems) are included according to instructor and student interest.; Natural Science (NA)

MATHH328B001 MATHEMATICAL STATISTICS

Weiven Miao

An introduction to mathematical theory of statistics. Topics include: Estimation, Hypothesis Testing, one-sample inference, two-sample inference, and regression. Additional topics may include: goodness-of-fit tests and analysis of variance.; Natural Science (NA); Quantitative (QU)

MATHH333A001 ALGEBRA I

Gabriel Feinberg

A rigorous treatment of fundamental algebraic structures. Topics include: axioms for integers, modular arithmetic, polynomials, rings, fields, and introduction to groups.; Prerequisite: Mathematics 215 and either 121 or 216, or consent of the instructor. Corequisite of MATH299 for students who have not had 216 or math at the 300 level; Natural Science (NA)

MATHH334B001 ALGEBRA II

Lynne Butler

A continuation of MATH333a. Topics include: Sylow's theorems for groups, finite abelian groups, finite fields, Galois theory, modules, and advanced linear algebra.; Natural Science (NA)

MATHH335A001 TOPOLOGY

Joshua Sabloff

Generalizes topological concepts from Euclidean spaces to arbitrary topological spaces, and introduces elements of algebraic topology. Concepts covered include continuity, connectedness, and compactness. The course culminates in an exploration of the fundamental group and covering spaces.; Prerequisites: MATH317 and 333, or consent of the instructor.; Natural Science (NA)

MATHH337B001 DIFFERENTIAL GEOMETRY

Joshua Sabloff

A study of the differential geometry of curves and surfaces. Concepts covered include both the local theory (including metrics, curvature, and geodesics) and the global theory, culminating in the Gauss-Bonnet theorem.; Natural Science (NA)

MATHH392A001 ADV TOPICS ANALYSIS & GEOMETRY

TBA Department staff

Natural Science (NA)

**MATHH392B001 ADVANCED TOPICS IN ANALYSIS
AND GEOMETRY: COMPLEX ANALYSIS**

Robert Manning

Past topics include “Complex analysis”;
Prerequisite: MATH317 or consent of the
instructor.; Natural Science (NA)

**MATHH396B001 ADVANCED TOPICS IN
PROBABILITY AND STATISTICS**

Lynne Butler

Crosslisted: Mathematics, Statistics; Prerequisite:
MATH218 or consent of the instructor.; Natural
Science (NA)

**MATHH397A001 ADVANCED TOPICS IN APPLIED
MATHEMATICS**

Robert Manning

Past topics include “Dynamical systems and
chaos”, “Partial Differential Equations”;
Prerequisite: MATH317 or consent of the
instructor.; Natural Science (NA)

MATHH400F001 SENIOR RESEARCH

Lynne Butler

Quantitative (QU)

MIDDLE EASTERN AND ISLAMIC STUDIES

haverford.edu/meis

The concentration in Middle Eastern and Islamic Studies (MEIS) gives students basic knowledge of the Middle East and broader Muslim world, and allows students to employ discipline-specific tools for advanced work in this area.

We strongly encourage students with interests in the Middle East and Islam to meet with the concentration coordinator early in their college program (during their first and second years). We also invite students to take advantage of Haverford's study abroad programs in Egypt, Morocco, and other appropriate locations to advance their work in the concentration.

CURRICULUM

An "Area of Concentration" at Haverford is designed to facilitate a student pursuing an area of study distinct from her major, but which he or she can use the disciplinary tools of the major to pursue. To that end, at least two courses, and no more than three, may fulfill both the student's major requirements and the concentration requirements. In practical terms, this means that students who want to concentrate in Middle Eastern and Islamic Studies usually major in anthropology, comparative literature, history, political science, religion, or sociology.

In some cases, students may find that they can combine other majors with a concentration in MEIS (for example, History of Art and Growth and Structure of Cities at Bryn Mawr are two departments that sometimes have two or three course offerings that could count for Middle Eastern and Islamic Studies). Students who can demonstrate that at least two courses in their major are about Middle Eastern and Islamic Studies can petition the concentration coordinator and faculty to approve their major. In addition to the Haverford Middle Eastern and Islamic Studies proposal, students may choose to concentrate in Middle East Studies at Bryn Mawr, or minor in Islamic Studies at Swarthmore. The Bryn Mawr Middle East Studies concentration has two key differences from the Haverford

program: they offer an option to concentrate without language work, and they require study of the pre-Islamic period.

The Swarthmore Islamic Studies program differs from the Haverford program in that it is a stand-alone minor, rather than a concentration. Students may count only one course in the student's major toward the Islamic Studies minor. Swarthmore's Islamic Studies minor can include instruction in kathak, a form of classical Indian dance.

CONCENTRATION REQUIREMENTS

A. Students must demonstrate competence above the intermediate level in a language pertinent to their area of research.

- In cases where a student has selected Arabic as his or her relevant language, this means completion of ARABB004.
- If a student is doing research for which another language is more appropriate, he or she may need to study at the University of Pennsylvania (Pashtu, Persian, Turkish and Swahili) or Bryn Mawr (Hebrew), or take other Haverford language classes (e.g., Chinese, French).

Some study abroad programs are also suitable for gaining language competence. Students should consult with the Concentration Coordinator about the course of language study to fill this requirement.

B. Students must take two of the courses listed below, in which they learn about the Middle East and Islam (see section B, below). Students must choose from two of the three departments listed (e.g., history and political science, history and religion, political science and religion). Students should consult the concentration coordinator to ensure they fill this requirement.

By completing this core requirement, students gain broad exposure to the history and politics of

the Middle East, and to Islam as a major world religion and social and political force that began in, and continues to be affected by, the Middle East.

The core course options are:

1. History:

- HIST 117 (Modern Mediterranean History)
- HIST 266 (Sex and Gender in the Early Modern Islamic World)
- HIST 270 (From Empire to Nation: The Ottoman World Transformed)
- 2. Political Science:
- POLS 256 (The Evolution of Jihadi Movement)
- POLS 357 (Conflict in the Middle East)
- 3. Religion:
- RELG 108 (Vocabularies of Islam)
- RELG 218 (The Divine Guide: An Introduction to Shi'ism)
- RELG 248 (The Qur'an)

C. Students should pursue areas of inquiry related to the Middle East and/or Islam and specific to their interests by taking four electives, at least one of which is at the 300 level. Examples might include anthropological approaches to the study of Islam or Middle East, the art of the Muslim world, Islam in African politics, medieval Persian history, Jihadi movements, the Iranian Revolution, modern Arabic literature, etc.

Students must select the four elective courses from the following Haverford departments: Anthropology; ICPR/Art History; History; Peace Justice and Human Rights; Political Science; Religion; Sociology; or Spanish/Comparative Literature. A minimum of one course must be at the 300 level (or the equivalent).

COURSES AT HAVERFORD THAT FULFILL THE MEIS ELECTIVE REQUIREMENT INCLUDE:

- 1. Anthropology:
 - ANTH 241 (Anthropology of the Mediterranean)
 - ANTH 259 (Ethnographies of Islam)
 - ANTH 361 (Advanced Topics in Ethnographic Area Studies: Middle Eastern Nationalisms)
- 2. ICPR/Art History
 - ICPR 204/PEAC 204 (Picturing War: Goya to Abu Ghraib)
 - ICPR 237 (Art and Cultural Identity)

3. History

- HIST 117 (Modern Mediterranean History)
- HIST 266 (Sex and Gender in the Early Modern Islamic World)

- HIST 270 (From Empire to Nation: The Ottoman World Transformed)

4. Peace, Justice, and Human Rights

- PEAC 304 (Cosmopolitanism and Toleration in Enlightenment Europe)

5. Political Science

- POLS 151 (International Politics)

- POLS 253 (Introduction to Terrorism Studies)

- POLS 256 (The Evolution of the Jihadi Movement)

- POLS 333 (International Security)

- POLS 345 (Islam, Democracy and Development)

- POLS 357 (Conflict in the Middle East)

- POLS 358 (The War on Terrorism)

6. Religion

- RELG 108 (Vocabularies of Islam)

- RELG 118 (Hebrew Bible: Literary Text and Historical Context)

- RELG 203 (The Hebrew Bible and Its Interpretations)

- RELG 212 (Jerusalem: City, History and Representation)

- RELG 218 (The Divine Guide: An Introduction of Shi'ism)

- RELG 248 (The Qur'an)

- RELG 306 (Of Monsters and Marvels: Wonder in Islamic Traditions)

- RELG 307 (Imaging Islam: Icon, Object, and Image)

- RELG 308 (Mystical Literatures of Islam)

7. Sociology

- SOCL 207 (Internal Disorder: Deviance and Revolution)

- SOCL 233 (Topics in Sociology: Islamic Modernism)

- SOCL 237 (Topics in Historical Sociology)

- SOCL 298 (Law and Sociology)

8. Spanish/Comparative Literature

- SPAN 266 (Iberian Orientalism and the Nation)

- SPAN 340 (The Moor in Spanish Literature)

To fulfill their elective credit, students may select from a list of designated electives at Bryn Mawr and Swarthmore, or request approval from the concentration coordinator to take other appropriate courses at Bryn Mawr, Swarthmore, or the University of Pennsylvania's Near Eastern Languages and Civilizations Program. Students

may also petition the Concentration Coordinator and MEIS faculty for approval of a course that is not on the electives list but which the student feels provides important content for his or her specific research topic.

D. Students must write a thesis in their major department (Anthropology, History, Political Science, Religion or Sociology) that addresses Middle Eastern and Islamic Studies and that the concentration coordinator (as well as the major advisor) approves. The concentration coordinator must approve this thesis topic in advance to count for the MEIS concentration. To request approval, students should submit a brief (one page) thesis proposal to the concentration coordinator, Barak Mendelsohn, and arrange a meeting to discuss the proposal.

CONCENTRATION COORDINATOR

The Concentration Coordinator serves as the primary faculty resource for all students interested in Middle Eastern and Islamic Studies. Barak Mendelsohn, Associate Professor of Political Science, is the advisor for all students who choose to concentrate in MEIS. The coordinator:

- meets with all students who have questions about the concentration, curriculum, study abroad related to the Middle East and/or Islam, language work, research internships, summer programs, and other student opportunities related to this area.
- organizes meetings of MEIS faculty, is the point person for events that publicize and advance the mission of the concentration (such as lectures, workshops, symposia, film screenings and artistic residencies), and ensures that student concentrators select thesis topics that are appropriate.
- informs him/herself about study abroad programs that are useful for MEIS concentrators and works with the Dean of Global Affairs to help students select programs and ensure that the College maintains sufficient study abroad opportunities to support the concentration.
- maintains the MEIS website.

FACULTY

MEIS faculty introduce students to the concentration. When appropriate, MEIS faculty will talk about the concentration in their classes and about events that support the concentration. MEIS faculty consult with Barak Mendelsohn about the program, including curriculum, expansion positions, summer opportunities for students, language study and pertinent programs at other area institutions that support the concentration.

COURSES AT HAVERFORD

ANTH 204, GENDER & SEXUALITY IN THE MIDDLE EAST

Zainab Saleh

ANTH 241 ANTHROPOLOGY OF THE MEDITERRANEAN

Laurie Hart

ANTH 253 ANTHROPOLOGY OF THE MIDDLE EAST AND NORTH AFRICA

Zainab Saleh

ANTH 316 GENDER & SEXUALITY IN THE MIDDLE EAST

Zainab Saleh

ANTH 361 ADVANCED TOPICS IN ETHNOGRAPHIC AREA STUDIES: NATIONAL IMAGINARIES OF THE MIDDLE EAST. SO

Zainab Saleh

ARTS 325, CONTEMPORARY ART OF THE ARAB WORLD, IRAN AND TURKEY

Carol Solomon

HIST 117 MODERN MEDITERRANEAN HISTORY

Alexander Kitroeff

HIST 270 FROM EMPIRE TO NATION: THE OTTOMAN WORLD TRANSFORMED

A.Kitroeff

ICPR 204 PICTURING WAR: GOYA TO ABU GHRAIB

Carol Solomon

ICPR 236 ART, POLITICS, AND SOCIETY IN NINETEENTH-CENTURY EUROPE HU

Carol Solomon

ICPR 237 ART AND CULTURAL IDENTITY HU

Carol Solomon

ICPR 303 CURATORIAL PRAXIS: THE MAKING OF AN EXHIBITION	RELG 248 THE QUR'AN HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
<i>Carol Solomon</i>	<i>Travis Zadeh</i>
ICPR 325 CONTEMPORARY ART OF THE ARAB WORLD, IRAN AND TURKEY	RELG H260A, GETTING MEDIEVAL
<i>Carol Solomon</i>	<i>Travis Zadeh</i>
POLS 151 INTERNATIONAL POLITICS (I)	RELG 303 SEMINAR B: RELIGION AND TRANSLATION
<i>Barak Mendelsohn</i>	<i>Travis Zadeh</i>
POLS 253 INTRODUCTION TO TERRORISM STUDIES	RELG 306 OF MONSTERS AND MARVELS: WONDER IN ISLAMIC TRADITIONS
<i>Barak Mendelsohn</i>	<i>Travis Zadeh</i>
POLS 256 THE EVOLUTION OF THE JIHADI MOVEMENT (I)	RELG 307 IMAGINING ISLAM: ICON, OBJECT, AND IMAGE HU
<i>Barak Mendelsohn</i>	<i>Travis Zadeh</i>
POLS 333 INTERNATIONAL SECURITY	RELG 308 MYSTICAL LITERATURES OF ISLAM HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES)
<i>Barak Mendelsohn</i>	<i>Travis Zadeh</i>
POLS 345 ISLAM, DEMOCRACY AND DEVELOPMENT	SOCL 207 INTERNAL DISORDER: DEVIANC AND REVOLUTION
<i>Susanna Wing</i>	<i>Mark Gould</i>
POLS 357 INTERNATIONAL RELATIONS THEORY: CONFLICT AND THE MIDDLE EAST	SOCL 233 TOPICS IN SOCIOLOGY: ISLAMIC MODERNISM
<i>Barak Mendelsohn</i>	<i>Mark Gould</i>
POLS 358 THE WAR ON TERRORISM (I)	SOCL 237 TOPICS IN HISTORICAL SOCIOLOGY
<i>Barak Mendelsohn</i>	<i>Mark Gould</i>
RELG 107 VOCABULARIES OF ISLAM	SOCL 298 ISLAMIC CONSTITUTIONALISM
<i>Travis Zadeh</i>	SPAN 266 IBERIAN ORIENTALISM AND THE NATION HU
RELG 108 VOCABULARIES OF ISLAM	<i>Israel Burshatin</i>
<i>Travis Zadeh</i>	SPAN 340 THE MOOR IN SPANISH LITERATURE
RELG 118 HEBREW BIBLE: LITERARY TEXT AND HISTORICAL CONTEXT	<i>Israel Burshatin</i>
<i>Naomi Koltun-Fromm</i>	MEIS-APPROVED ELECTIVE COURSES AT SWARTHMORE:
RELG 150 SOUTH ASIAN RELIGIOUS CULTURES	FREN 045 FRANCE AND THE MAGHREB: POSTCOLONIAL WRITING IN A TRANSNATIONAL CONTEXT
<i>Zainab Saleh</i>	HIST 006A FORMATION OF THE ISLAMIC NEAR EAST
POLS 151 INTERNATIONAL POLITICS	HIST 006B THE MODERN MIDDLE EAST
<i>Barak Mendelsohn</i>	HIST 025 COLONIALISM AND NATIONALISM IN THE ARAB MIDDLE EAST
RELG 203 THE HEBREW BIBLE AND ITS INTERPRETATIONS [A,B] HU	HIST 018 CITIES OF THE MIDDLE EAST
<i>Naomi Koltun-Fromm</i>	
RELG 212 JERUSALEM: CITY, HISTORY AND REPRESENTATION	
<i>Naomi Koltun-Fromm</i>	
RELG 218 THE DIVINE GUIDE: AN INTRODUCTION TO SHI'ISM	
<i>Travis Zadeh</i>	

HIST 111 CHRISTIANS, MUSLIMS AND JEWS IN THE
MEDIEVAL MEDITERRANEAN

LITR 076 FEMALE AUTHORS FROM THE ARAB
WORLD

RELG 008 THE QUR'AN AND ITS INTERPRETERS

RELG 119 ISLAMIC LAW AND SOCIETY

RELG 053 GENDER, SEXUALITY AND THE BODY IN
ISLAMIC DISCOURSES

RELG 054 POWER AND AUTHORITY IN MODERN
ISLAM

SOAN 009 CULTURES OF THE MIDDLE EAST

MEIS-APPROVED ELECTIVE COURSES AT BRYN MAWR:

ANTH 261 PALESTINE AND ISRAELI SOCIETY

ANTH 275 CULTURES AND SOCIETIES OF THE
MIDDLE EAST

ANTH 276 ISLAM IN EUROPE

ANTH 382 RELIGIOUS FUNDAMENTALISM IN THE
GLOBAL ERA

CITY 248 MODERN MIDDLE EAST CITIES

GNST 158 THEMES IN MIDDLE EASTERN SOCIETY

HART 212 MEDIEVAL ARCHITECTURE: ISLAMIC
CITIES

HEBR 110 ISRAELI CINEMA

HEBR 283 INTRODUCTION TO THE POLITICS OF THE
MODERN MIDDLE EAST AND NORTH AFRICA

HIST 283 INTRODUCTION TO THE POLITICS OF THE
MODERN MIDDLE EAST AND NORTH AFRICA

HIST 288 THE POLITICAL ECONOMY OF THE MIDDLE
EAST AND NORTH AFRICA

POLS 282 THE EXOTIC OTHER: GENDER AND
SEXUALITY IN THE MIDDLE EAST

POLS 383 TWO HUNDRED YEARS OF ISLAMIC
REFORM, RADICALISM AND REVOLUTION

MUSIC

haverford.edu/music

The music curriculum is designed to deepen students' understanding of musical form and expression through the development of skill in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

As a result of having majored in our department (haverford.edu/music), students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence, we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

COMPOSITION/THEORY

The composition/theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

MUSICOLOGY

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

PERFORMANCE

Haverford's music performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber ensembles. Students can receive academic credit for their participation (MUSC 102, 214, 215, and 216), and can receive credit for Private Study (Music 208 for Instrumental Study, Music 209 for Voice Study, and Music 210 for Piano and Organ Study). Student chamber ensembles, solo instrumentalists, and vocalists also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

PRIVATE LESSONS

Students can arrange private music lessons through the Department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are in contact. The Department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

MAJOR REQUIREMENTS

1. Composition/Theory: MUSC 203, 204, 303.
2. Musicology: Three courses, MUSC 229, plus any two of MUSC 220, 221, 222, 223, 224, or 225.
3. Two electives in Music, from: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 304, and 325.
4. Performance:
 - Participation in a Department-sponsored performance group for at least a year.
 - MUSC 208, 209, or 210 instrumental or vocal private study for one year.
 - We strongly urge continuing ensemble participation and instrumental or vocal private study.
5. A Senior Project:
The format of the senior experience is determined prior to the beginning of the student's senior year, after consultation with the Department. Students may fulfill the senior experience in music through one of the following:
 - an independent study project (usually a composition, performance, or research paper pursued in the context of MUSC 480)
 - a regular advanced course enhanced to include an independent study component.
6. We expect majors to attend the majority of Department-sponsored concerts, lectures, and colloquia.

MINOR REQUIREMENTS

1. Composition/Theory: MUSC 203 and 204.
2. Musicology: MUSC 229; plus any one of 220, 221, 222, 223, 224, or 225.
3. One elective from the following: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 303, 304, and 325.

4. MUSC 208, 209, 210 instrumental/vocal private study or Department ensemble participation for one year.
5. We expect minors to attend the majority of Department-sponsored concerts, lectures, and colloquia.

THE SENIOR PROJECT

Music students should demonstrate focused achievement in one or more of the three principal areas of the music curriculum:

- composition/theory
- musicology
- performance

Majors fulfill this requirement in one of two ways:

- taking a regular full-credit music course, additional work for which will challenge the student's knowledge and skills acquired in previous studies; or
- pursuing an independent project, usually a solo recital, a research project, or an original composition in the context of Music 480 (Independent Study), culminating in a public presentation in the spring semester of senior year.

REQUIREMENTS FOR HONORS

DEPARTMENTAL HONORS:

- minimum GPA in music courses of 3.7, AND grade on senior project of 4.0

DEPARTMENTAL HIGH HONORS:

- Outstanding, standard-setting contribution to the Department in the context of courses and/or ensembles
- Exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (i.e., a level of work that should be sufficient to gain admission to top graduate programs in the field)

FACILITIES

The Department carries out its activities at two locations on campus. Our principal space, Union Music Building, houses offices for faculty and staff, two main classrooms, the intimate MacCrate Recital Hall, the Music Library and listening room, a choral and orchestral library, and areas for storage of instruments and equipment. The classrooms are outfitted with high-end playback

equipment, overhead and video capability, and are digitally equipped for laptop projection and online access. The Department also manages and utilizes Marshall Auditorium of Roberts Hall, which stands adjacent. Marshall is a location for rehearsals and concerts, especially those involving larger ensembles and audiences. There are additional practice rooms and teaching spaces in the basement of Marshall. The stage is outfitted with both flexible and fixed lighting arrays, adaptable to a variety of performance activities large and small.

For details on instruments, student funding opportunities, and other programs, please visit the Department website (haverford.edu/music).

FACULTY

Ingrid Arauco (*on leave Spring 2016*)

Department Chair and Professor of Music

Curtis Cacioppo (*on leave Fall 2015*)

Ruth Marshall Magill Professor of Music

Richard Freedman

John C. Whitehead Professor of Music

Heidi Jacob

Associate Professor of Music and Director of Orchestral and Instrumental Studies

Thomas Lloyd

Professor of Music and Director of Choral and Vocal Studies

Christine Cacioppo

Visiting Instructor in Music and Director of Keyboard Studies

Leonardo Dugan

Visiting Assistant Professor of Music

Myron Gray

Visiting Assistant Professor of Music

COURSES

MUSCH102F001 CHORALE

Thomas Lloyd

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during

performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester.; Prerequisite: Audition and consent of the instructor.; Humanities (HU)

MUSCH103F001 RUDIMENTS OF MUSIC

Leonardo Dugan

A half-credit course designed to develop proficiency in reading treble and bass clefs, recognizing intervals, scales, modes and chords, understanding rhythm and meter, basic progressions and cadence patterns, tempo and dynamic indications, articulation and expression markings. Practical skills of singing at sight, notating accurately what is heard, and gaining basic keyboard familiarity will be emphasized.; Humanities (HU)

MUSCH107F001 INTRODUCTORY PIANO

Christine Cacioppo

Music 107 is an introduction to music and the art of playing the piano. The course consists of a weekly hour long session on Tuesday evenings (lecture, directed listening, or playing workshop) plus an individual lesson of 20 minutes at an arranged time. It is expected that the student will practice an hour each day, 6 days a week. Students are expected to keep a listening journal, which consists of personal responses to the music, as well as a page of research on a topic related to each listening assignment. The final exam is a performance of 2 or more short works on the class recital at the end of the term.; Humanities (HU)

MUSCH110A001 INTRODUCTION TO MUSIC THEORY

Leonardo Dugan

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which

changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter MUSC203, the first semester of the theory sequence for music majors.; Humanities (HU)

MUSCH111A001 INTRODUCTION TO WESTERN MUSIC

Myron Gray

A survey of the European musical tradition from the middle ages to modern times. Students will hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky, Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments.; Humanities (HU)

MUSCH149B001 NATIVE AMERICAN MUSIC AND BELIEF

Curtis Cacioppo

Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary Indian musical cross-overs and the aesthetic of multi-culturalism; emphasizes class participation in singing traditional Indian songs. Satisfies the Social Justice requirement.; Humanities (HU)

MUSCH203A001 PRINCIPLES OF TONAL HARMONY I

Leonardo Dugan

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Analysis of musical literature in a variety of genres and harmonization in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Requires three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major and minor; should be taken no later than fall of sophomore year. Prerequisite: MUSC110 or consent of the instructor.; Humanities (HU)

MUSCH204B001 PRINCIPLES OF TONAL HARMONY II

Curtis Cacioppo

Continuation of MUSC203, covering chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata

exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major or minor; should be taken the semester after MUSC203. Prerequisite: MUSC203; Humanities (HU)

MUSCH207A001 TOPICS IN PIANO: MUSIC FOR TWO PIANOS, AND PIANO 4 - HANDS

Curtis Cacioppo

Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, critical examination of sound recorded sources. Preparation of works of selected composer or style period for end of semester class recital is required. Course fulfills a requirement in Italian Major at BMC.; Prerequisites: Audition and consent of the instructor; Humanities (HU)

MUSCH208F001 PRIVATE STUDY: INSTRUMENTAL

Heidi Jacob

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their private lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.; Prerequisites: Departmental audition and consent of the instructor; Humanities (HU)

MUSCH209F001 PRIVATE STUDY: VOICE

Thomas Lloyd

10 hour-long voice lessons with approved teachers for 1/2 credit, graded. Jury exam at end of semester. Must participate in Chorale or Chamber Singers the same semester to be eligible for credit or partial subsidy for cost of lessons, which is not covered by tuition; Prerequisite: Departmental audition and consent of the instructor; Humanities (HU)

MUSCH210F001 PRIVATE STUDY: KEYBOARD

Christine Cacioppo

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for

a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.; Humanities (HU)

MUSCH214F001 CHAMBER SINGERS

Thomas Lloyd

Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly.; Prerequisite: Audition and consent of the instructor; Humanities (HU)

MUSCH215F001 CHAMBER MUSIC

Heidi Jacob

Intensive rehearsal of works for small instrumental groups, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester.; Prerequisite: Audition and consent of the instructor; Humanities (HU)

MUSCH216F001 ORCHESTRA

Heidi Jacob

For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester.; Prerequisite: Audition and consent of the instructor; Humanities (HU)

MUSCH219I001 ART SONG

Thomas Lloyd

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coachings with the instructor, culminating in a public recital at the end of the semester.; Humanities (HU)

MUSCH221A001 MUSIC, RITUAL, AND REPRESENTATION, 1400-1600

Richard Freedman

This course explores the remarkable emergence of new ways of representing poetic and dramatic texts in musical form, charting the cultural forces of Renaissance, Reformation, and printing in the 15th and 16th centuries. We will explore changes

in musical style, and the changing role that music played in European culture. We'll hear music by composers like Dufay, Josquin, Palestrina, Lasso, and Marenzio, among many others. Three class hours plus listening laboratory period.; Prerequisites: Any full-credit course in Music, or equivalent prior experience in musical study.; Humanities (HU)

MUSCH222B001 COMPOSERS, PLAYERS, AND LISTENERS IN THE 17TH AND 18TH CENTURIES

Richard Freedman

Study of music and musical life in Europe between about 1600 and 1750. The course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers, and audiences in an international context of patronage and publishing. Composers studied range from Monteverdi to Bach and Handel. Three class hours plus listening laboratory period.; Prerequisites: MUSC110, 111, or a working knowledge of musical notation and related concepts.; Humanities (HU)

MUSCH223A001 CLASSICAL STYLES

Richard Freedman

The music of Beethoven Haydn, Mozart, and Schubert, among others. Classroom assignments will lead students to explore the origins and development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory.; Prerequisite: MUSC110, 111 or permission of the instructor.; Humanities (HU)

MUSCH224B001 MUSIC, MYTH, AND MEANING IN THE 19TH CENTURY

Richard Freedman

This course examines the songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler, and Brahms. We will learn about changing styles and forms, and we will put music in the contexts of literary Romanticism, nationalism, and changing social world of musicians and the musical institutions.; Prerequisite: Any full credit course in Music, or consent of the instructor.; Humanities (HU)

MUSCH227B001 JAZZ IN CONTEXT

Richard Freedman

A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course

gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply-felt views about society and culture.; Prerequisite: Sophomore standing or higher; Social Justice (SJ)

MUSCH229A001 THINKING ABOUT MUSIC: IDEAS, HISTORY, AND MUSICOLOGY

Richard Freedman

Core concepts and perspectives for the serious study of music. Students will explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music? Music and Technology, The Global Soundscape, Music and the State, Tonality, Sense, and Reason. Each unit will use a small number of musical works, performances, or documents as focal points. In each unit we will also read current musicological work in attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings.; Prerequisite: MUSC110, 203, or equiv prior knowledge of music.; Humanities (HU)

MUSCH265A001 SYMPHONIC TECHNIQUE AND TRADITION

Ingrid Arauco

In this course, we will be familiarizing ourselves with significant orchestral repertory of the past three centuries, learning to read the orchestral score, studying the capabilities of various orchestral instruments and how they are used together, and tracing the evolution of orchestral writing and orchestral forms from the Classical period to the present. Weekly exercises in scoring for orchestra. Attendance at rehearsals and/or performances of the Philadelphia Orchestra.; Prerequisite: MUSC204.; Humanities (HU)

MUSCH266B001 COMPOSITION

Ingrid Arauco

An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles, and experimentation with harmony, form, notation and text setting. Weekly performance of student pieces; end-of-semester recital.; Prerequisite: MUSC204 or permission of instructor.; Humanities (HU)

MUSCH303A001 ADVANCED TONAL HARMONY*Ingrid Arauco*

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills.; Prerequisite: MUSC204; Humanities (HU)

MUSCH304B001 COUNTERPOINT*Ingrid Arauco*

18th century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Canon; composition of two-part invention; fugal writing in three parts; chorale prelude; analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills.; Humanities (HU)

MUSCH325B001 SEMINAR IN 20TH/21ST CENTURY MUSIC*Richard Freedman*

Study of composers, works, and trends since 1900, with reference to theoretical and aesthetic writings and their relation to world events. Recent topics have included European émigré influence on American music, and Make It New: Music by Philadelphia Composers.; Prerequisite: MUSC204; Humanities (HU)

NEUROSCIENCE MINOR

haverford.edu/neuroscience

The desire to understand human and animal behavior in terms of nervous system structure and function is longstanding. Historically, researchers and scholars have approached this task from a variety of disciplines, including medicine, biology, psychology, philosophy, and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines, as well as emerging fields such as computation and cognitive science, to yield new insights into the workings of the nervous system and behavior.

The goals of the minor include enabling students to gain:

- a basic understanding of the organization of the nervous system and its relation to categories of behavior such as motor control, sensation and perception, motivational states, and higher cognition.
- an appreciation of and fluency with the many levels at which the nervous system can be studied, including molecular, cellular, systems, behavioral and cognitive neuroscience levels.
- an appreciation of the interdisciplinary nature of neuroscience and the allied disciplines that inform the study of mind, brain, and behavior.
- an ability to closely examine and critically evaluate primary research on specialized, advanced neuroscience topics.

The minor in neuroscience allows students with any major to pursue interests in behavior and the nervous system across disciplines. Students should consult with the faculty coordinator or any member of the advisory committee in order to declare the minor.

MINOR REQUIREMENTS

1. HC Psych 217 (Behavioral Neuroscience) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
2. Five credits from the following lists, with these constraints:
 - a. The five credits must sample from three different disciplines.

- b. At least three of the five credits must be from List A (neuroscience courses).
- c. At least one of the credits must be at the 300-level or higher.
- d. One of the five credits may come from supervised senior research in neuroscience.
- e. Students may count no more than two of the six minor credits towards his or her major.

FACULTY

AT HAVERFORD:

Laura Been

Assistant Professor of Psychology

Rebecca Compton (*on leave 2015-16*)

Professor of Psychology,

Roshan Jain

Assistant Professor of Biology

Mary Ellen Kelly

Visiting Assistant Professor of Psychology

AT BRYN MAWR COLLEGE:

Peter D. Brodfuehrer

Professor of Biology

Karen F. Greif

Professor of Biology

Anjali Thapar

Professor of Psychology

Earl Thomas

Professor of Psychology

NEUROSCIENCE COURSES

(See the departmental listings for course descriptions).

LIST A: (PRIMARY NEUROSCIENCE COURSES)

* half-credit course

- BIOL B244 BEHAVIORAL ENDOCRINOLOGY**
- BIOL B304 CELL AND MOLECULAR NEUROBIOLOGY**
- BIOL B321 NEUROETHOLOGY**
- BIOL B322 FROM CHANNELS TO BEHAVIOR**
- BIOL B364 DEVELOPMENTAL NEUROBIOLOGY**
- BIOL B401 SUPERVISED RESEARCH IN NEURAL & BEHAVIORAL SCIENCES**
- BIOL H309 MOLECULAR NEUROBIOLOGY***
- BIOL H330 LABORATORY IN NEURAL AND BEHAVIORAL SCIENCE***
- BIOL H350 PATTERN FORMATION IN THE NERVOUS SYSTEM***
- BIOL H357 TOPICS IN PROTEIN SCIENCE***
- BIOL H403 SENIOR RESEARCH TUTORIAL IN PROTEIN FOLDING AND DESIGN**
- BIOL H409 SENIOR RESEARCH TUTORIAL IN MOLECULAR NEUROBIOLOGY**

- PSYC B323 ADVANCED TOPICS IN COGNITIVE NEUROSCIENCE**
- PSYC B395 PSYCHOPHARMACOLOGY**
- PSYC B401 SUPERVISED RESEARCH IN NEURAL AND BEHAVIORAL SCIENCES**
- PSYC H260 COGNITIVE NEUROSCIENCE**
- PSYC H317 LABORATORY IN BEHAVIORAL NEUROSCIENCE***
- PSYC H318 NEUROBIOLOGY OF DISEASE**
- PSYC H360 LABORATORY IN COGNITIVE NEUROSCIENCE***
- PSYC H370 NEUROSCIENCE OF MENTAL ILLNESS**
- PSYC H394 SENIOR RESEARCH TUTORIAL IN BIOLOGICAL PSYCHOLOGY**
- PSYC H395 SENIOR RESEARCH TUTORIAL IN COGNITIVE NEUROSCIENCE**

LIST B: (ALLIED DISCIPLINES)

* half-credit course

- BIOL B250 COMPUTATIONAL MODELS IN THE SCIENCES**
- BIOL H302 CELL ARCHITECTURE***
- BIOL H306 INTER AND INTRA CELLULAR COMMUNICATION***
- BIOL H312 DEVELOPMENT AND EVOLUTION***

- CMSC B250 COMPUTATIONAL MODELS IN THE SCIENCES**
- CMSC B325 COMPUTATIONAL LINGUISTICS**
- CMSC B361 EMERGENCE**
- CMSC B361 COGNITIVE SCIENCE**
- CMSC B372 INTRODUCTION TO ARTIFICIAL INTELLIGENCE**
- CMSC B376 DEVELOPMENTAL ROBOTICS**

- LING B101 INTRODUCTION TO LINGUISTICS**
- LING H113 INTRODUCTION TO SYNTAX**
- LING H114 INTRODUCTION TO SEMANTICS**
- LING H115 PHONETICS AND PHONOLOGY**

- PHIL B244 PHILOSOPHY AND COGNITIVE SCIENCE**
- PHIL B319 PHILOSOPHY OF MIND**
- PHIL H102 RATIONAL ANIMALS**
- PHIL H106 PHILOSOPHY OF CONSCIOUSNESS**
- PHIL H110 MIND AND WORLD**
- PHIL H112 MIND, MYTH, AND MEMORY**
- PHIL H251 PHILOSOPHY OF MIND**
- PHIL H351 TOPICS IN PHILOSOPHY OF MIND**

- PSYC B201 LEARNING THEORY AND BEHAVIOR**
- PSYC B212 HUMAN COGNITION**
- PSYC B350 DEVELOPMENTAL COGNITIVE DISORDERS**
- PSYC B351 DEVELOPMENTAL PSYCHOPATHOLOGY**
- PSYC H213 MEMORY AND COGNITION**
- PSYC H220 PSYCHOLOGY OF TIME**
- PSYC H238 PSYCHOLOGY OF LANGUAGE**

PEACE, JUSTICE, AND HUMAN RIGHTS

haverford.edu/pjhr

The interdisciplinary concentration in peace, justice, and human rights offers students in any major the opportunity to:

- study the history, philosophy, and critiques of the rights tradition
- examine themes of human rights and justice in their local and international contexts
- apply philosophical, social scientific and ethical reasoning to real-world problems
- learn to communicate about their studies across disciplinary boundaries
- develop creative new perspectives on entrenched problems.

The concentration is open to students in any major who wish to focus on topics such as:

- human rights and critical rights discourse (universalism, localism, relativism, formal equality, group and special rights categories, individual and state responsibility, critiques of the rights tradition);
- recovery from conflict and mass violence (reconciliation, restorative justice, reparations, truth commissions, cultural renewal, legal mechanisms);
- war, conflict, peace-keeping and peace-making (weapons, conflict resolution, just war, sustainable peace);
- globalization and global governance (sovereignty, trade and capital, global justice, international economic institutions, technology, the media, immigration);
- politics of life (medicine/health, environment);
- space and the built environment (links between rights, social justice and the building of urban spaces, policing urban areas, urban poor);
- technology and politics (technology and media, weaponry).

The above fields are not intended as tracks or limitations. The list of topics will be as long as the creativity of students and faculty will allow.

CURRICULUM

The concentration combines three core courses with three elective courses focused on a particular theoretical problem, geographical region, or comparative study. Ideally, students meet with the director in the spring of their sophomore year to work out a plan for the concentration.

CONCENTRATION REQUIREMENTS

CORE COURSES

We require all concentrators to take three core courses:

- PEAC 101 Introduction to PJHR
- PEAC 201 Applied Ethics of PJHR
- PEAC 395 Capstone Seminar in PJHR

Alternate courses may on occasion fulfill a core requirement.

ELECTIVES

We require students to take three additional elective courses for the concentration. There is no set list of courses which “count” as electives; instead, we ask students to design a thoughtful focus for their work, and choose courses in consultation with the concentration director, working out a plan that focuses the concentration regionally, conceptually, or around a particular substantive problem. A course does not have to have “peace” or “justice” in its title or content to count toward the concentration. The aim is to articulate a focus that helps each student pursue her or his interests in PJHR.

The concentration may overlap with students’ majors by one or two courses—any course could potentially count toward two programs. (For instance, for Political Science majors with a concentration in Peace, Justice and Human Rights and a focus on questions of sovereignty, POLS H 266 could fill requirements in both Political Science and PJHR.) Such overlap is a possibility, not a requirement. Each student works out a plan

of study appropriate to his or her focus with the concentration director.

INTERNSHIP OR RESEARCH EXPERIENCE

We encourage students to undertake an internship, research project, or other form of field learning as part of their concentration. This helps students to face the challenges of integrating data and theory into original analyses.

CONCENTRATION COORDINATOR

Jill Stauffer

Assistant Professor, Director of the Peace, Justice, and Human Rights Concentration, and Affiliated Faculty Member of the Philosophy Department

COURSES

PEACH101A001 INTRO TO PEACE, JUSTICE AND HUMAN RIGHTS

Jill Stauffer

Introduction to the study of peace, justice and human rights, surveying philosophies of rights and justice; approaches to (and reasons for) peace, war, and nonviolence; clashes between human rights and conflict resolution; why study of human rights is necessarily interdisciplinary.; Social Science (SO)

PEACH170B001 ON (NON)VIOLENCE

This course considers theories of nonviolence and begins the work of building vocabularies for peace. In an age of perpetual war, the ethical request compelled by the other's very vulnerability to "think peace into existence" presents a political, philosophical, and moral challenge that our itinerary seeks to address.; Open only to first-year students as assigned by the Director of College Writing; First Year Writing (FW)

PEACH201B001 APPLIED ETHICS OF PEACE, JUSTICE AND HUMAN RIGHTS

Jill Stauffer

This course surveys major legal and ethical theories with a view to helping students understand arguments about peace, justice and human rights and formulate their own creative approaches to ethical problems. Theories will be applied to concrete problems of justice.; Humanities (HU)

PEACH300B001 DIRTY WARS/MEMORY WARS: REPRESENTATION OF POLITICAL VIOLENCE IN LATIN AMERICAN LITERATURE & CINEMA

Roberto Castillo Sandoval

The course considers the representation of political upheaval, dictatorship, and violence in recent Latin American literature and film, particularly in Chile and Argentina, beginning with the rise of the Popular Unity government of Salvador Allende (1970-73) in Chile and the return of Perón in Argentina, continuing through the Pinochet and Videla dictatorships (1973-1990, 1976-1982, respectively) and the period of democratic stabilization or "transition" that continues to our days, including efforts to achieve justice for crimes against human rights. Central to our concerns are the relationship between the arts (literature and the cinema, principally) and history; trauma and the limits of representation; ideology and censorship in the representation of terror and violence; considerations of gender, class and geographic location, and their effects on the task of creating memory and making sense of the present through an assessment of the past.; Cross-listed: Spanish/Peace, Justice and Human Rights; Social Science (SO)

PEACH306B001 SEEKING PEACE WITHIN WAR: MILITARY MEDICINE AND THE SEARCH FOR HEALTHY VIOLENCE

R. Tyson Smith

As an institution, the military trains individuals to conduct violence while remaining, at least ideally, healthy. From the standpoint of the institution, a successful soldier is someone who is an expert in the application of violence at the same time that he or she is mentally and physically fit. With a close look at warfare and the U.S. military, this course tackles the intersection of violence and health. Students will explore the social, cultural, political, historical, and economic contexts shaping the health of war torn communities, soldiers, and veterans.; Cross-listed: Sociology, Peace, Justice and Human Rights; Social Science (SO)

PEACH312B001 THE POWER OF IDEAS: POLITICAL IDEOLOGIES

Thomas J. Donabue

Millions of people have willingly sacrificed their lives in the name of political ideologies like liberalism, conservatism, socialism, fascism, anarchism, or nationalism. Why? What is it that these and the other leading political ideologies

of modern times offer to people? This course examines these and other ideologies, like secularism, feminism, and political Islam. For each ideology, we examine its key concepts, questions, doctrines, principles, values, and underlying rationale. The aim is to give students the tools to make their own reasoned judgments about the merits of any ideology.; Prerequisites: one course in POLS or PHIL.; Social Science (SO)

PEACH334B001 POLITICS OF VIOLENCE

Anita Isaacs

We examine the causes, nature and evolution of violent, intra-state conflict. We assess alternative explanations that include fear and insecurity provoked by failing states, greed and grievance, state repression and manipulative political leadership; we explore the recruitment patterns and organizational structures of insurgent movements; and we probe the responsibility of the international community to resolving civil strife. Our cases studies for spring 2015 were Syria, Palestine, Sierra Leone, Rwanda, Colombia and El Salvador.; Cross-listed: Political Science, Peace, Justice and Human Rights; Social Science (SO)

PEACH395A001 CAPSTONE IN PEACE, JUSTICE AND HUMAN RIGHTS

Jill Stanffer

This capstone course consolidates student experience of a program that integrates scholarship, theory, library and field research, and policy perspectives. It incorporates research assignments, collaboration, a conference presentation and a dossier on student work in the concentration.; Prerequisite: Concentration in Peace, Justice and Human Rights. PJHR101 and 201 or consent of the instructor.; Humanities (HU)

PHILOSOPHY

haverford.edu/philosophy

Philosophy at Haverford aims as far as possible to reflect the richness, diversity, and reflexivity of philosophical inquiry. Grounded throughout in the history of philosophy, many courses focus on particular subfields, on value theory, for instance, or the philosophy of mind, aesthetics, or the philosophy of logic and language. A student of philosophy at Haverford might study views regarding the ultimate nature of reality or pursue questions about the nature of a good human life, might grapple with theoretical problems of social justice or with puzzles that arise on reflection about language.

The Department of Philosophy helps students—whether or not they are majors in the discipline—to develop the reflective, analytical, and critical skills required for thoughtful engagement with problems and issues in all aspects of life. Courses introduce students to seminal ideas that have changed, or have the potential to change, our most fundamental understanding of who we are and how we should live our lives. Because the study of philosophy is essentially reflexive, we also encourage students to reflect on and (if need be) problematize not only the methods of philosophy but also its history, goals, and achievements.

In studying the discipline of philosophy, students:

- learn to recognize and articulate philosophical problems, whether those that arise within philosophy or those to be found in other academic disciplines and outside the academy;
- become skilled at thinking, reading, writing, and speaking thoughtfully and critically about philosophical problems, through learning to recognize, assess, and formulate cogent and compelling pieces of philosophical reasoning both in writing and verbally;
- achieve literacy in a wide range of philosophical works and develop thoughtful views about their interrelations;
- develop attitudes and habits of reflection, appreciation for the complexities of significant questions in all aspects of their lives, and the courage to address those complexities.

In their senior year, philosophy majors:

- research and write original senior theses
- give presentations of their thesis work—in-progress
- meet and engage distinguished visiting philosophy scholars in public fora and small seminars.

GLOBAL PHILOSOPHY

The department also provides courses in global philosophy that seek to cultivate global philosophical literacy for students across all majors. (These courses, which are not included within the major or minor, appear at the conclusion of this departmental description.)

CAREERS AND GRADUATE WORK

Since the study of philosophy strengthens both the skill of analytical thinking characteristic of scientific investigation and the strong verbal and writing skills of the humanist, advanced undergraduate training in philosophy is excellent preparation for a wide range of career paths. It is also at the core of a liberal education—regardless of one's primary intellectual interests. Some Haverford philosophy majors go on to graduate school in philosophy. Most pursue careers in other disciplines such as medicine, law, education, public service, architecture, and business.

CURRICULUM

The philosophy curriculum has three major aims:

- To help students develop thoughtful attitudes toward life and the world through encounters with the thought of great philosophers. We encourage students to reflect critically on such problems as the nature of our individual and social lives, the nature of the world in which we live, and the nature of our consciousness of and response to that world.
- To help students acquire philosophical materials and skills that supplement and integrate their other studies in the liberal arts and sciences.
- To offer students a foundation in knowledge

and skills that will prepare them for graduate study in philosophy or in related fields. Unless otherwise indicated, one philosophy course at the 100 level is a prerequisite for all other courses in philosophy. Courses at the 300 level require, in addition, a 200-level course plus junior standing, or consent of the instructor. Some advanced philosophy courses may require a reading knowledge of a foreign language as a prerequisite for admission.

MAJOR REQUIREMENTS

1. One philosophy course at the 100-level (or Bryn Mawr Phil 101, 102, or the equivalent elsewhere).
2. Five philosophy courses at the 200-level, at least four of which must be completed by the end of junior year.
3. Three philosophy courses at the 300-level.
4. Senior seminar (Phil 399a and 399b).

The eight courses at the 200- and 300-level must furthermore satisfy the following requirements:

1. Historical: One course must be from among those that deal with the history of European philosophy prior to Kant.
2. Topical breadth:
 - one course must be from among those that deal with value theory, including ethics, aesthetics, social and political philosophy, and legal philosophy.
 - One course must be from among those that deal with metaphysics and epistemology, including ontology, philosophy of mind, philosophy of psychology, and philosophy of action.
 - One course must be from among those that deal with logic, the philosophy of literature, and/or the philosophy of language.
3. Systematic coherence: Four of these courses, two at the 200-level and two at the 300-level, must exhibit some systematic coherence in theme or subject satisfactory to the major advisor and department.

Students that elect a major in philosophy but are unable to comply with normal requirements due to special circumstances should consult the chairperson regarding waivers or substitutions.

We also encourage majors to be Discussion Leaders in their senior year.

MINOR REQUIREMENTS

- One philosophy course at the 100 level; or Bryn Mawr Philosophy 101, 102, or 201; or the equivalent elsewhere.
- Three philosophy courses at the 200 level.
- Two philosophy courses at the 300 level.

Among the 200- and 300-level courses:

- one must be in value theory (broadly conceived to include ethics, social and political philosophy, aesthetics, and legal philosophy);
- one must be in metaphysics and epistemology (including ontology, philosophy of mind, and philosophy of action);
- one must be concerned with philosophical texts written before the twentieth century.

Minors can satisfy this third requirement separately from the other two or concurrently with either of the other two (e.g., by taking a course in ancient ethics, or in Descartes' metaphysics).

RESEARCH

Extensive research opportunities for senior majors include:

- inviting a prominent international philosopher of their choice for a talk, lunch, seminar, and reception;
- researching, writing, and presenting an independent thesis project in close collaboration with a member of the faculty; and
- leading student discussions in introductory philosophy courses.

There are also limited opportunities for majors to work with faculty as summer research assistants.

HONORS REQUIREMENTS

The award of honors in philosophy will be based upon distinguished work in philosophy courses, active and constructive participation in the senior seminar, and the writing and presentation of the Senior essay. High honors requires in addition exceptional and original work in the Senior essay.

FACULTY

Jerry Miller

Department Chair and Associate Professor of Philosophy
Ethics, poststructuralism, and philosophy of race

Ashok Gangadean

The Emily Judson and John Marshall Gest Professor of Global Philosophy
Philosophy of logic and language, global ontology, global and comparative philosophy, global ethics, global wisdom, and Hindu, Buddhist, and Zen tradition in global contexts

Danielle Macbeth

T. Wistar Brown Professor of Philosophy
Metaphysics, philosophy of mind, philosophy of logic, philosophy of language, and history and philosophy of mathematics

Kathleen Wright (on leave Spring 2016)

Professor of Philosophy
Modern and Contemporary European Philosophy, Philosophical Hermeneutics, and Chinese Philosophy

Joel Yurdin

Assistant Professor of Philosophy
Ancient Greek Philosophy, and Philosophy of Mind, especially Philosophical Psychology

Saul Rosenthal

Visiting Assistant Professor of Philosophy

AFFILIATED FACULTY

Jill Stauffer

Assistant Professor and Director of the Peace, Justice, and Human Rights Concentration

COURSES

PHILH105A001 LOVE, FRIENDSHIP, AND THE ETHICAL LIFE

Kathleen Wright

Different conceptions of the role of love and friendship in ethical life. Readings include ancient Greek philosophy (Plato's Symposium, and Aristotle's Nicomachean Ethics), modern European philosophy (Kant's Grounding for the Metaphysics of Morals, and Mill's On the Subjection of Women), and contemporary

postmodern and feminist philosophy (Derrida's The Politics of Friendship, and Irigaray's The Ethics of Sexual Difference); Humanities (HU)

PHILH106A001 THE PHILOSOPHY OF CONSCIOUSNESS AND THE PROBLEM OF EMBODIMENT

Ian S. Blecher

The human body is the best picture of the soul (Wittgenstein). This course provides an introduction to six Western conceptions of the body, of the soul/mind, and of the relation between the body and the soul/mind. Readings: Plato, Aristotle, Descartes, Nietzsche, Arendt, and de Beauvoir; Humanities (HU)

PHILH107A001 HAPPINESS, VIRTUE, AND THE GOOD LIFE

Joel Yurdin

Happiness is something that we all want, but what exactly is it? Perhaps happiness is or involves leading a flourishing life. What, then, is a flourishing life? Does such a life involve the possession and exercise of certain states of character? Which ones? This course will consider these and related issues, including the virtues and their interrelations, the nature and identity of persons, and the meaning (or meaninglessness) of life. Readings from classic and contemporary sources, including Plato, Aristotle, Locke, Hume, Nagel, and Wolf; Humanities (HU)

PHILH110A001 MIND AND WORLD

Danielle Macbeth

An introduction to the history of our conception of ourselves as rational beings in the world through a close reading of central texts in the European tradition that address both the sorts of beings we are and the nature of the world as it is the object of our natural scientific knowledge; Humanities (HU)

PHILH111A001 THE WICKED AND THE WORTHY

Jerry Miller

The possibility of "doing good" in the world presumes that one can distinguish between good and bad actions, people, and consequences. But on what basis are we to make such distinctions? What grounds, if anything, our definitions of good and bad? How can we be certain that our actions, and thus our own selves, are not evil? This course examines such concerns through a survey of the history of ethical philosophy.

In digging up the “root of all good,” we will consider as well questions of self-interest, justice, freedom, and duty. Readings include selections from Plato’s Republic, Mill’s Utilitarianism, Kant’s Groundwork of the Metaphysics of Morals, and Nietzsche’s Beyond Good and Evil.; Humanities (HU)

PHILH210A001 PLATO

Joel Yurdin

A close reading of Plato’s Meno, Phaedo, Republic, Symposium, and Theaetetus, with a focus on issues in philosophical psychology, metaphysics, and the theory of knowledge. Emphasis is on a philosophical understanding of the views and arguments suggested by the texts, and special attention is paid to the roles of literary aspects of the texts in the presentation of philosophical content.; Prerequisite: One 100-level PHIL course or its equivalent, or consent of the instructor.; Humanities (HU)

PHILH212A001 ARISTOTLE

Joel Yurdin

An analytic study of the main works of Aristotle. Particular attention is paid to the theory of being and substance developed in Aristotle’s Metaphysics, to the theory of animal life developed in his treatise On the Soul, and to the understanding of good human action and choice developed in the Nicomachean Ethics. Primary emphasis is on the interpretation and understanding of the philosophical arguments that are elaborated in these works.; Humanities (HU)

PHILH222B001 EARLY MODERN BRITISH PHILOSOPHY

Joel Yurdin

How can we think all that we actually do think? What is mind-independent reality like? This course examines these and related questions in the philosophical writings of Locke, Berkeley, Hume, and Reid. Emphasis is on a philosophical understanding of the theories of cognition and reality developed in these texts.; Humanities (HU)

PHILH223B001 KANT

Humanities (HU)

PHILH226A001 NIETZSCHE

Kathleen Wright

Prerequisite: One 100-level PHIL course or its equivalent, or consent of the instructor.; Humanities (HU)

PHILH235B001 EARLY CHINESE PHILOSOPHY

Kathleen Wright

An introduction to the lively and sharp disputes between competing schools of philosophy in ancient Chinese philosophy, that is, philosophy in the pre-Han period prior to the syncretism that marks Confucianism, neo-Confucianism, and most recently New Confucianism.; Humanities (HU)

PHILH237A001 CONFUCIAN ETHICS

Kathleen Wright

This course is on contemporary debates in philosophy about the relation between Confucian ethics and (1) virtue ethics and (2) the feminist ethics of care.; Prerequisites: one 100-level course in philosophy or by permission of the instructor.; Humanities (HU)

PHILH250B001 HEGEL AND AFTERWARD

Ian S. Blecher

Hegel was the most important thinker of the 19th century: his system of knowledge seemed to promise not only a solution to the great philosophical problems of his day, but the completion of the whole philosophical project. We’ll consider how this was supposed to happen and what was left for subsequent philosophers to accomplish.; Prerequisite: 100-level PHIL course.; Humanities (HU)

PHILH251A001 PHILOSOPHY OF MIND

Ian S. Blecher

The focus of this course is the question of the place of mind in nature, in the world. What sort of thing is a mind? What is it to be conscious? Can there be freedom of the will in a physical world? Could a computer ever be correctly described as thinking? Do animals have minds? Our aim is to clarify what we are asking when we ask such questions, and to begin at least to formulate answers.; Prerequisite: One 100-level PHIL course or its equivalent or consent of the instructor.; Humanities (HU)

PHILH253B001 ANALYTIC PHILOSOPHY OF LANGUAGE*Danielle Macbeth*

A close study of seminal essays by Frege, Russell, Kripke, Quine, Davidson, and others focussing on questions of meaning, reference, and truth. An overarching aim of the course is to understand how one can approach fundamental issues in philosophy through a critical reflection on how language works.; Humanities (HU)

PHILH257A001 CRITICAL APPROACHES TO ETHICAL THEORY*Jerry Miller*

This course examines efforts over the last century to engage the ethical without recourse to formal systems or foundational principles. How, these approaches ask, can we talk about good and evil, morality and immorality, while believing “truth” to be historically, linguistically, and culturally contingent? In the process of drafting possible answers, we shall think deeply about concepts such as violence, justice, and social responsibility.; Prerequisite: One 100-level PHIL course or its equivalent or consent of the instructor.; Humanities (HU)

PHILH259A001 STRUCTURALISM AND POST-STRUCTURALISM*Jerry Miller*

An introduction to key readings in 20th century continental philosophy in the areas of semiotics, critical theory, and deconstruction. Of primary importance will be issues of mimesis and alterity, authority, and value. Readings include Barthes, Althusser, Foucault, Derrida, Kristeva, and Jameson.; Humanities (HU)

PHILH260A001 HISTORICAL INTRODUCTION TO LOGIC*Danielle Macbeth*

Our aim is two-fold: first, to understand - in the sense of having a working knowledge of - both traditional Aristotelean and modern quantificational logic (translating sentences into logical notation, assessing the validity of arguments, constructing proofs, and so on); and second, to understand logic, why it matters, what it can teach us (both as philosophers and as thinkers more generally), and how it “works” in the broadest sense.; Humanities (HU)

PHILH261B001 EXPERIENCE, KNOW-HOW, AND SKILLED COPING*Joel Yurdin*

An investigation of three debates concerning the character of experiential knowledge. (1) Is experience the same as expertise? Is it required for the acquisition of expertise? (2) What is the difference between knowing-how and knowing that, and how are they related? (3) What is the phenomenology of skillful behavior?; Humanities (HU)

PHILH265B001 VALUE THEORY*Jerry Miller*

A study of various modern and contemporary strains of metaethics and value theory. How can things and persons be objects of value? By what capacities do we apprehend worth? The objective is to better understand whether and how ethical knowledge is possible.; Humanities (HU)

PHILH301B001 TOPICS IN PHILOSOPHY OF LITERATURE*Jerry Miller*

Humanities (HU)

PHILH311A001 TOPICS IN GREEK PHILOSOPHY: PLATO'S THEAETETUS*Joel Yurdin*

A close reading of Plato's Theaetetus, one of his richest investigations into the nature of knowledge and the mind. After a careful first pass through the entire text, we will work through it a second time, while also looking to recent secondary literature to clarify and stimulate our thinking.; Humanities (HU)

PHILH321A001 TOPICS IN EARLY MODERN PHILOSOPHY: SPINOZISM AS MODERNISM*Ian S. Blecher*

We will try to understand how Benedict de Spinoza, a profoundly theological thinker, nonetheless came to embody the fundamental idea of the modern in philosophy — so that Hegel could say to his contemporaries: “You are either a Spinozist or not a philosopher at all”. Readings will be drawn mainly from Spinoza himself, but we will also consider the work of Moses Mendelssohn, G.E. Lessing, Hegel and Heine.; Humanities (HU)

PHILH335A001 TOPICS IN MODERN EUROPEAN PHILOSOPHY

Kathleen Wright
Humanities (HU)

PHILH350B001 TOPICS IN THE PHILOSOPHY OF MATHEMATICS

Danielle Macbeth
Humanities (HU)

PHILH355B001 TOPICS IN EPISTEMOLOGY: SCEPTICISM

Ian S. Blecher
Humanities (HU)

PHILH360B001 TOPICS IN PHILOSOPHICAL PSYCHOLOGY

Joel Yurdin

An examination of some central problems concerning the varieties of cognition. Topics may include hallucination, illusion, the phenomenal character of perceptual awareness, and the nature of sense-experience. Readings from contemporary authors.; Prerequisites: A 200 level course in PHIL or PSYC or consent of the instructor.; Humanities (HU)

PHILH370A001 TOPICS IN ETHICAL THEORY: RACE

Jerry Miller

This course examines the relation of racial and evaluative difference in modernity. Readings will focus on the role of embodiment in determinations of comparative worth and as a site of ethical knowledge.; Humanities (HU)

PHILH404F001 DISCUSSION LEADERS

Joel Yurdin
Humanities (HU)

PHILH405F001 DISCUSSION LEADERS: LOVE, FRIENDSHIP, AND THE ETHICAL LIFE

Kathleen Wright
Humanities (HU)

PHILH410F001 DISCUSSION LEADERS: MIND AND WORLD

Danielle Macbeth
Humanities (HU)

PHILH411F001 DISCUSSION LEADERS: THE WICKED AND THE WORTHY

Jerry Miller
Humanities (HU)

COURSES IN GLOBAL PHILOSOPHY

Courses in global philosophy explore fundamental issues in philosophy in global context across and between diverse worldviews and philosophical traditions. These courses augment philosophical literacy, rationality, and critical thinking between diverse worlds, seeking to appreciate diversity while at the same time cultivating integral intelligence and capacities to make significant connections between diverse worldviews and disciplinary orientations. Such skills in global literacy and interdisciplinary dialogue are vital for all liberal arts students and for the literacy of global citizenship. These courses are not included in and do not count toward the major or minor.

PHILH103A001 GLOBAL ETHICS

Ashok K Gangadean

An exploration of selected texts on ethics in a global context. This course seeks to develop a global perspective on human values through a critical exploration of vital texts on ethics across diverse philosophical traditions. A central focus is on the challenge of articulating global ethics and global values across cultures, worldviews, and traditions. Readings include Aristotle's Nicomachean Ethics, Bhagavad-Gita, the Analects of Confucius, and Kant's Fundamental Principles.; Humanities (HU)

PHILH104A001 GLOBAL WISDOM

Ashok K Gangadean

A critical exploration of classic texts from diverse philosophical traditions in a global context. This course seeks to cultivate a global perspective in philosophy and brings classical texts from diverse philosophical worlds into global dialogue. One aim is to help students to appreciate global patterns in rationality across traditions and to gain a critical understanding of common ground and significant differences in diverse wisdom traditions. Readings include Bhagavad-Gita, Dhamapada, Plato's Phaedo, and Descartes's Meditations. Not allowed for Major credit.; Humanities (HU)

PHILH241B001 HINDU PHILOSOPHY

Ashok K Gangadean

A critical exploration of classical Hindu thought (Vedanta) in a global and comparative context.

Special focus on selected Principal Upanisads, a close meditative reading of the Bhagavad Gita and an in depth exploration of Shankara's Brahmasutra Commentary.; Humanities (HU)

PHILH242A001 BUDDHIST PHILOSOPHY IN A GLOBAL CONTEXT

Ashok K Gangadean

An introduction to classical Indian Buddhist thought in a global and comparative context. The course begins with a meditative reading of the classical text-The Dhamapada-and proceeds to an in depth critical exploration of the teachings of Nagarjuna, the great dialectician who founded the Madhyamika School. Not for major credit.; Prerequisite: One 100-level PHIL course or its equivalent, or consent of the instructor.; Humanities (HU)

PHILH252A001 PHILOSOPHY OF LOGIC AND LANGUAGE

Ashok K Gangadean

A comparative exploration of alternative paradigms of logic, language and meaning from a logical and philosophical point of view. Special attention is given to the classical Aristotelian grammar of thought and the modern grammars developed by Frege, Wittgenstein, Quine, Heidegger, Sommers, Derrida and others. Focus is on the quest for the fundamental logic of natural language.; Humanities (HU)

PHILH254B001 METAPHYSICS: GLOBAL ONTOLOGY

Ashok K Gangadean

A critical examination of philosophical accounts of reality and being. Special attention is given to how world views are formed and transformed: an ontological exploration of diverse alternative categorical frameworks for experience.

Metaphysical narratives of diverse thinkers in the evolution of the European tradition are explored in global context.; Humanities (HU)

PHILH342B001 ZEN THOUGHT IN A GLOBAL CONTEXT

Ashok K Gangadean

This advanced seminar focuses on the development of Zen (Japanese) Buddhism culminating in the work of Nishida and his influential Kyoto School of Zen Philosophy. The background in the Indian origins of Madhyamika dialectic introduced by Nagarjuna is traced through the Zen Master Dogen and into

flourishing of the modern Kyoto School founded by Nishida. The seminar focuses in the texts by Dogen and on selected writings in the Kyoto School: Nishida, Nishitani and Abe. The seminar involves intensive discussion of the issues on global context of philosophy. Nishida's thought is developed in dialogue with thinkers such as Aristotle, Descartes, Kant, Hegel, Husserl, Sartre and Heidegger, Nagarjuna and others.; Prerequisite: An 100-level PHIL course and either 241 or 242 or a course in RELG or EAST or consent of the instructor.; Humanities (HU)

PHILH352B001 TOPICS IN THE PHILOSOPHY OF LANGUAGE: METAPHOR, MEANING AND THE DIALOGICAL MIND

Ashok K Gangadean

Humanities (HU)

PHILH403F001 DISCUSSION LEADERS: GLOBAL ETHICS

Ashok K Gangadean

Humanities (HU)

PHYSICS

haverford.edu/physics

The Physics department introduces students to concepts and methods that are fundamental throughout the sciences. It provides opportunities for first-hand experimental and theoretical investigations, together with the study of those basic principles that have led to profound scientific, philosophical, and technological developments. Physics majors achieve a high level of competency in many facets of physics, including:

- experimental physics laboratory skills
- physical problem-solving
- mathematical and computing expertise.

While many of our majors go on to graduate study, we have structured our programs to be sufficiently flexible that they also accommodate students wishing to study abroad, or to combine physics with other fields of study, including medicine and interdisciplinary programs in astrophysics, biophysics, chemical physics, computing, and engineering. Students can explore these options by selecting either the traditional or interdisciplinary major, which have different requirements.

For majors in Astronomy and Astrophysics, see the Astronomy section (page 75).

CURRICULUM

Physics offers three distinct programs: a traditional major, an interdisciplinary major designed for a broader audience, and a minor. The requirements for these three options are listed below.

We advise prospective majors in all of the science disciplines to study some physics in their freshman or sophomore year, given that all contemporary sciences rely heavily on basic physical principles. There are three different introductory options:

- Physics 101 and 102 constitute a year-long, self-contained treatment of all of physics, with particular attention to applications in the life sciences.

- Physics 105 and 106 use calculus somewhat more intensively and are designed for students who expect to continue their study of physics in other courses, either in the physics or the chemistry department.

- Physics 115 (followed by 106) provides a third option, designed for students with advanced preparation. Advice on course selection is provided on the department's web site. The department offers several courses with no prerequisites, for students prior experience in physics can take:

- Physics 112, which examines the conceptual difficulties of quantum mechanics
- Physics 113, which examines symmetry and its role in the universe

A typical course sequence introducing both the traditional major and the minor consists of 105 (or 115), 106, 213, 214, and the 211 and 212 laboratories. However, students beginning their study in 101 and 102 may continue with 213 and join the major or minor as well.

Physics 105 (or 115), 106, 213, and 214 are also prerequisites for the astronomy and astrophysics majors; we recommend (but do not require) the half-credit course Astronomy/Physics 152, which is intended for first year students considering a physical science major who would like an opportunity to study recent developments in astrophysics.

MAJOR

The department emphasizes student participation in research with faculty members. Currently, we have active research programs in quantum information and quantum computing, observational cosmology, extragalactic astronomy, biophysics, and nanoscience. Courses numbered 412 to 415 provide majors with opportunities to participate in these research efforts for academic credit during their senior year. Paid summer research positions are often available.

Advanced students interested in teaching may participate in the instructional program by registering for Physics 459 or 460. (Students interested in physics or science education at the secondary level should also consult the teaching certification information in the section on Education and Educational Studies.)

AREAS OF CONCENTRATION

Concentrations in both computer science and scientific computing are available for physics majors. For both programs, see the Computer Science section (page 120). Physics majors with biological interests may also qualify for the biophysics concentration; see the Biochemistry and Biophysics section (page 83). Physics majors may also take an area of concentration in education; see the section on Education and Educational Studies (page 139).

Students interested in engineering can complete an individualized major program in preparation for graduate work in engineering or the Engineering 4+1 Program with the University of Pennsylvania or the 3/2 Program with Caltech; for details see the Engineering section (page 37). Students interested in materials science should also consult the related offerings in materials chemistry through Haverford's chemistry department (see page 92).

MAJOR REQUIREMENTS

1. Physics 105 (or 101 or 115), 106 (or 102), 213, 214, 211, and 301 (or Bryn Mawr equivalents). Students may take the last two concurrently with 213 and 214.
2. Mathematics 121 (or 216) and 215 (or one of: Math 222, the Bryn Mawr equivalent of Math 215, another 200 level Math course with permission).
3. Six upper-level courses in physics at Haverford or Bryn Mawr.
 - One of these must be a laboratory course such as 326 or Bryn Mawr 305.
 - Majors must take three of the four core theoretical courses: 302, 303, 308, and 309.
 - One of the six upper-level physics courses may be a 400-level research course.
 - Majors may count either 459 or 460 among the six upper-level courses.
 - Majors must take one course outside the department at a level consistent with the student's background in astronomy, biology,

computer science, chemistry, or engineering (at Penn or Swarthmore). (This requirement is waived for double majors.)

4. Physics 399, including a presentation and senior paper based on independent work, and attendance at senior colloquia and distinguished lectures hosted by the department.

Students may replace two of the six upper-level courses by upper-level courses in a related department, with the approval of the major advisor. (The department asks students to prepare a brief written statement explaining the relationship between the proposed courses and the physics major.)

Students considering graduate study in physics should take four of the following five courses by the end of their junior year: 302, 303, 308, 309, and 326 (or their Bryn Mawr equivalents).

INTERDISCIPLINARY PHYSICS MAJOR REQUIREMENTS

We encourage students with multiple academic interests who are not likely to undertake physics graduate study to consider the Interdisciplinary Physics major, with a slightly abbreviated set of requirements students can complete in three years. The interdisciplinary major differs from the traditional physics major by offering more flexible course choices and by coordinating the physics courses with the student's work in another field. In the version requiring the fewest physics courses, this major requires 8.5 instead of 10 physics courses, while both majors require 2 math courses, and 3 courses in a related field.

Students can discuss this track—which can also facilitate a concentration, an engineering option, or a minor in another department—with any member of the Department.

The requirements are as follows:

- Either Physics 105 (or 115) and 106, or Physics 101 and 102
- Physics 213 and 214 (our sophomore lecture course sequence) and 211 (sophomore-level laboratory course)
- Mathematics 121 (or 216) and 215 (or one of: Math 222, the Bryn Mawr equivalent of Math 215, another 200-level Math course with permission).
- Three 300-level physics lecture courses, with

- two the major must draw from these core courses: 302, 303, 308, and 309.
- An upper-level laboratory course in the natural or applied sciences, such as Physics 301, Biology 300a or b, or Chemistry 301 or 302 . (Alternately, the student can request the substitution of an advanced laboratory course in another area of science or applied science.)
 - Two other courses, at the 200-level or higher in a related field, that are part of a coherent program, which the student proposes and the major advisor must approve.
 - Senior Seminar (Physics 399) and the associated senior talk and thesis.

MINOR REQUIREMENTS

- Physics 105 (or 101 or 115) and 106 (or 102); 213, 214, 211 and 301 labs (or Bryn Mawr equivalents).
- Mathematics 121 (or 216) and 215 (or one of: Math 222, the Bryn Mawr equivalent of Math 215, another 200-level Math course with permission).
- One of the four “core” 300-level lecture courses in physics at Haverford or Bryn Mawr: 302 (Advanced Quantum Mechanics), 303 (Statistical Physics), 308 (Advanced Classical Mechanics), or 309 (Advanced Electromagnetism and Modern Optics).
- Participation for two semesters in the public lectures and seminars hosted by the department.

REQUIREMENTS FOR HONORS

The department awards honors in physics is based on the quality of performance in course work and the senior colloquium and paper. High honors carries the additional requirement of demonstrated originality in senior research.

FACULTY

Beth Willman (*on leave 2015-16*)
Chair and Associate Professor

Suzanne Amador Kane (*on leave Fall 2015*)
Associate Professor

Kerstin Perez
Assistant Professor

Walter F. Smith (*on leave 2015-16*)
Professor

Jesse Goldman
Visiting Assistant Professor

Paul Thorman
Laboratory Instructor

Travis Bain
Visiting Assistant Professor

Kevin Setter
Visiting Assistant Professor

COURSE

PHYSH101A001 CLASSICAL & MODERN PHYSICS I

Dan Cross, Paul Thorman
Three class hours and one laboratory period. The first of a two-semester comprehensive introduction to physics, with an emphasis on life science applications involving Newtonian mechanics, oscillations, mechanics of materials, fluids, and thermal physics.; Prerequisite: Calculus at the level of MATH113A or equivalent should be taken prior to or concurrently with this course.; Natural Science (NA); Quantitative (QU)

PHYSH102B001 CLASSICAL & MODERN PHYSICS II

TBA Department staff
Prerequisite: PHYSH101a. In addition calculus at the level of MATH114b or equivalent should be taken prior to or concurrently with this course.; Three class hours and one laboratory period.; Natural Science (NA); Quantitative (QU)

PHYSH105A001 FUNDAMENTAL PHYSICS I

TBA Department staff
Three class hours and one laboratory period. Newtonian mechanics and thermodynamics. Applications are drawn primarily from the physical sciences. This sequence (105/106) is meant as a one-year introduction suitable for students interested in the physical sciences.; Natural Science (NA); Quantitative (QU)

PHYSH106B001 FUNDAMENTAL PHYSICS II

Dan Cross, Paul Thorman, Suzanne Amador Kane
Prerequisite: MATH114 and PHYS105 or the equivalent.; Natural Science (NA); Quantitative (QU)

PHYSH115A001 MODERN INTRODUCTORY PHYSICS: BEYOND NEWTON

Joseph A Pechkis, Paul Thorman
Three class hours and one laboratory period.

This introductory course provides students who have an advanced background in mechanics with an alternative pathway into physics by exploring applications of introductory physics through a modern perspective. Examples will be drawn from topics such as quantum physics, materials and nanoscience, biophysics, chaos and fluid motion, and relativity. This course forms a year-long sequence with PHYS106: Fundamental Physics II (Electricity and Magnetism) in the spring semester.; Prerequisite: Calculus at the level of MATH114 plus significant prior experience in calculus-based introductory physics (mechanics) at the level of PHYS105, such as the Advanced Placement Physics C course (or an International Baccalaureate); Natural Science (NA); Quantitative (QU)

PHYSH152I001 FRESHMAN SEMINAR IN ASTROPHYSICS

Desika Narayanan

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories.; Cross-listed: Astronomy, Physics; Prerequisites: PHYS101a or 105a and concurrent enrollment in PHYS102b or 106b (or Bryn Mawr equivalents);, Natural Science (NA)

PHYSH211F001 LABORATORY IN ELECTRONICS AND WAVE PHYSICS

Suzanne Amador Kane, Paul Thorman

The first half of this laboratory is an introduction to analog electronics and instrumentation. The second half includes experiments in waves and optics. Normally taken concurrently with Physics 213.; Prerequisite: PHYS102 or 106; Natural Science (NA)

PHYSH213A001 WAVES AND OPTICS

TBA Department staff

Vibrations and waves in mechanical, electronic, and optical systems with an introduction to related mathematical methods such as functions of a complex variable and Fourier analysis. Topics include free and driven oscillations, resonance, superposition, coupled oscillators and normal modes, traveling waves, Maxwell's equations and electromagnetic waves, interference, and diffraction. PHYS211f, a related laboratory

half-course, is normally taken concurrently and is required for majors.; Natural Science (NA); Quantitative (QU)

PHYSH214B001 INTRODUCTORY QUANTUM MECHANICS

TBA Department staff

Introduction to the principles governing systems at the atomic scale. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrodinger's equation and solutions in one dimension, time dependence of quantum states, angular momentum, and one-electron atoms. Recent developments, such as paradoxes calling attention to the remarkable behavior of quantum systems, or quantum computing, will be discussed. Multi-electron atoms and nuclei will be considered if time allows. PHYS212, a related laboratory half-course is required for majors, and may be taken concurrently.; Prerequisite: PHYS213a or consent of the instructor.; Natural Science (NA); Quantitative (QU)

PHYSH301I001 PHYSICS 301: QUANTUM PHYSICS LABORATORY

Kerstin Perez

A full-semester weekly laboratory focusing on experiments of modern relevance with a focus on quantum mechanics. Topics include: how lasers work and laser spectroscopy; spin resonance; nuclear and cosmic ray physics; electron diffraction; photoelectric effect; superconductivity; quantum eraser (a "which way" experiment), etc. One of two laboratories at the advanced level required for the regular physics major; fulfills the advanced laboratory requirement for the interdisciplinary physics major. Replaces PHYS212i.; Prerequisites: PHYS211F: Laboratory in Electronics and Wave Physics. Corequisite: PHYS214b or the equivalent.; Natural Science (NA); Quantitative (QU)

PHYSH302B001 ADVANCED QUANTUM MECHANICS

Suzanne Amador Kane

A continuation of the study of quantum mechanics begun in PHYS214. Topics include matrix mechanics and spin, many-particle systems, perturbation theory and scattering theory. A variety of physical systems will be treated as examples, including simple atoms and solids.; Prerequisite: PHYS214; Natural Science (NA)

PHYSH303A001 STATISTICAL PHYSICS

TBA Department staff

Treatment of many particle systems using classical and quantum statistics and ensembles to derive the laws of thermodynamics and statistical mechanics. This course includes applications to the thermal properties of matter (solids, liquids and gases), photon, and phonon systems.; Prerequisites: PHYS213 or BMC 306; Natural Science (NA)

Those presently available include studies of microfluidics, atomic spectroscopy, cosmic ray physics, laser tweezers, x-ray diffraction and materials synthesis, superconductivity, sensor technologies, and chaotic dynamics. The course emphasizes the effective use of contemporary experimental tools, including low-noise measurement techniques, laboratory computers, and optical methods.; Prerequisite: PHYS212 or consent of the instructor.; Natural Science (NA)

PHYSH308A001 MECHANICS OF DISCRETE AND CONTINUOUS SYSTEMS

Walter F. Smith

Classical mechanics of systems of particles, and also continua such as fluids, including oscillations and chaos, Lagrangian mechanics, dynamics of systems of particles, the Navier-Stokes equations of fluids, and applications to diverse physical phenomena that may vary from year to year, e.g. waves, vortices, rotating fluids, flight, instabilities, turbulence, and biological flows.; Prerequisite: PHYS106 or 213.; Natural Science (NA)

PHYSH344A001 COMPUTATIONAL ASTROPHYSICS

Desika Narayanan

This course will survey general methods utilized in computational physics and astrophysics. The course will focus on coding techniques, numerical recipes, and both abstract and practical concepts in utilizing computers to solve physical problems. No prior coding experience is necessary.; Prerequisite: PHYS214. Typically offered in alternate years.; Natural Science (NA)

PHYSH309B001 ADVANCED ELECTROMAGNETISM

Peter J. Love

Boundary value problems, multipole fields, dielectric and magnetic materials; electromagnetic waves, propagation in dielectric media, conductors and waveguides; gauge transformations, radiating systems.; Prerequisites: PHYS213 or BMC 306; Natural Science (NA)

PHYSH412A001 RESEARCH IN THEORETICAL AND COMPUTATIONAL PHYSICS

Peter J. Love

Independent research on current problems in theoretical physics, with emphasis on the physics of condensed matter systems. Extensive use is made of computer-based methods.

PHYSH322B001 SOLID STATE PHYSICS

Walter F. Smith

Understanding both conventional and soft materials using the principles of quantum and statistical physics. Crystallinity, lattice dynamics, conduction in metals, semiconductors and devices, and soft systems such as colloids, polymers, liquid crystals, and biological materials. Prerequisite: PHYS214b. Statistical physics is desirable. Typically offered yearly in alternation with Bryn Mawr.; Natural Science (NA)

PHYSH413A001 RESEARCH IN BIOPHYSICS

Suzanne Amador Kane

Experimental research on the statistical mechanics of biophysical systems and soft matter physics. Topics include empirical and computational studies of flocking and biological physics approaches to studying problems in evolution.; Prerequisite: Consent of the instructor. Lab experience at the level of PHYS211 and 212 preferred.; Natural Science (NA)

PHYSH325B001 ADVANCED TOPICS: QUANTUM MECHANICS

TBA Department staff

Natural Science (NA)

PHYSH415A001 RESEARCH IN NANOSCALE PHYSICS

Walter F. Smith

Prerequisite: Consent of the instructor. Advanced lab experience preferred.; Natural Science (NA)

PHYSH326A001 ADVANCED PHYSICS LABORATORY

Walter F. Smith

Design, execution, and analysis of significant experiments, which change from year to year.

PHYSH418B001 RESEARCH IN PARTICLE ASTROPHYSICS

Kerstin Perez

Natural Science (NA)

POLITICAL SCIENCE

haverford.edu/politicalscience

The Political Science department seeks to address issues of power, citizenship, government, and justice in the United States and throughout the world by studying the diversity of political life and thought in our own age and in the past. Our courses explore political processes and governmental institutions from multiple vantage points—at the grassroots, the nation-state, and the global community—and from a variety of theoretical, conceptual, historical, and experiential perspectives. Our goal is to provide students with a deep understanding of the core concepts and practices of politics and government while developing the analytical, research, and writing skills that enable them to think critically and creatively about existing structures of power and privilege. In doing so, we hope to nurture a life-long fascination and engagement with the political realm.

Courses fall into five subfields of the discipline of political science:

- American politics (A): major institutions; bureaucracy; discrimination; urban politics and urban policy; and ethnicity, gender, sexuality, and class in relation to American politics.
- Comparative politics (C): politics and governments throughout the world; women and politics; comparative political economy; human rights; civil war and revolution; and transitions to democracy.
- International relations (I): international political economy and international security; the state system; international organizations; causes of war, terrorism, peace-building, and reconciliation; and American foreign policy.
- Globalization and global governance (G): sovereignty; free/fair trade; immigration; global civil society and global justice movements; international relations theory; and classic works of political theory.
- Political theory (T): justice, equality, and liberty; power, authority, and order; democratic theory; American political thought; feminist theory; and politics and culture.

Haverford's program is designed to provide an understanding of how and why decisions are

made. For many students this knowledge serves as the foundation for participation in public affairs and the shaping of the policies that affect their communities and their personal lives. Many majors choose to go on to law school, but just as readily to government service, journalism, teaching, community organizing, any one of which might lead to running for office. Given that most of our classes are small enough to allow ample discussion and dialogue, students leave Haverford well equipped for those continuing discussions that determine the quality of life in our society.

CURRICULUM

In each of the five fields of study described above we offer coursework at the introductory, intermediate, and advanced levels. Coordinating our offerings with those at Bryn Mawr means that we provide a wide range of subjects.

The Department contributes to multiple concentrations, including Peace, Justice, and Human Rights; Middle East and Islamic Studies; African and Africana Studies; Latin American and Iberian Studies and Gender and Sexuality Studies.

MAJOR

By senior year students are involved in major research projects, and every student who majors in political science writes a senior thesis that has included original research.

MAJOR REQUIREMENTS

- Two of the following 100-level courses to enter the major: 121, 123, 131, 151, 161, and 171. These courses must represent two different subfields.
- Six elective courses taken above the 100 level.
- A 300-level research seminar, taken in the department during the fall semester of the senior year. (This is in addition to the six elective courses described above.)
- A combination of introductory and elective courses that includes representation of three of the five subfields, with work at the intermediate or advanced level in at least two subfields.
- Students may count some courses in either of

- the two subfields but not in both.
- With the consent of a member of the department, students may substitute two or three intermediate- or advanced-level courses from another department for the third subfield, where this serves to complement and strengthen the student's work within the department. For example, a student concentrating in international politics might offer international economics courses as a subfield; a student in comparative politics might offer courses in an area of study; a student in political theory might offer social and political philosophy courses; or a student in American politics might offer social policy courses. Students can count such substitutions towards fulfilling the subfield requirement only. They cannot count these towards political science course credit and cannot use them to fulfill the introductory, elective, and seminar requirements outlined above.
 - All senior majors write a thesis and complete an oral defense of the thesis through enrollment in 400.
 - Related Studies: Four courses outside political science at Haverford or Bryn Mawr College that relate to the major. Examples of possible interests around which courses could cluster are: American or other area studies; political and social theory; international affairs; environmental policies; urban affairs; intermediate and advanced foreign language work related to work in the major; or courses from one or more of the other social sciences.

REQUIREMENTS FOR HONORS

The department awards honors to senior majors who have demonstrated excellence in their course work in political science and their senior thesis. The department may grant high honors to a select number of senior majors who have attained an outstanding level of distinction in their political science courses and senior thesis.

RESEARCH

Faculty have conducted research in Latin America, Africa, the Middle East, and Asia, and students have recently had opportunities to assist faculty members with field research in places like Guatemala and Mali. The department encourages students to supplement their classroom work by studying abroad applying for a grant from the

College's Center for Peace and Global Citizenship (haverford.edu/cpgc) to undertake internships in other countries.

FACULTY

Anita Isaacs (*on leave Fall 2015*)
Chair and Professor

Craig Borowiak
Associate Professor

Thomas Donahue
Visiting Assistant Professor

Paulina Ochoa Espejo
Associate Professor

Steve McGovern
Associate Professor

Barak Mendelsohn
Associate Professor

Zachary Oberfield
Assistant Professor

Susanna Wing
Chair and Associate Professor

COURSES

POLSH121A001 AMERICAN POLITICS

Zachary W. Oberfield

The dynamics of the political process as seen in the Congress, the Presidency, and the judiciary. The role of interest groups, public opinion, and the political culture are also examined.; Social Science (SO)

POLSH131B001 COMPARATIVE GOVERNMENT AND POLITICS

Anita Isaacs

An introduction to basic concepts and themes in comparative politics analyzed through case studies from around the world. Themes include political authority and governance structures; political culture and identity politics; political participation and representation; and political economy.; Social Science (SO)

POLSH151A001 INTERNATIONAL POLITICS

Barak Mendelsohn
Social Science (SO)

POLSH161A001 THE POLITICS OF GLOBALIZATION*Craig Borowiak*

An introduction to the major academic and policy debates over globalization and global governance. Key themes will include: sovereignty, free/fair trade; immigration; anti-globalization and violence; democratic governance and international economic institutions; and the global justice movement.; Social Science (SO)

POLSH171A001 INTRODUCTION TO POLITICAL THEORY: POWER, FREEDOM, AND (DIS)OBEDIENCE*Paulina Ochoa Espejo*

An introduction to central concepts of political life through exploring the questions and problems surrounding democratic freedom, power, authority and citizenship. Reading from ancient, modern, and contemporary sources, literary as well as philosophical, American as well as European, will be included.; Social Science (SO)

POLSH205B001 BORDERS, IMMIGRATION, AND CITIZENSHIP*Paulina Ochoa Espejo*

A survey of contemporary theories of citizenship, borders and immigration. We will ask who should be a member of a political community, and whether states have a right to exclude immigrants. The course will draw examples from current events.; Prerequisite: One introductory POLS course; Social Science (SO)

POLSH207A001 INJUSTICES: HUMAN AND ANIMAL*Thomas J. Donahue*

What are the major injustices of our time? Race, gender, class, sweatshops, animal exploitation? What are the harms done by these and other injustices, and how can we remedy them? What makes something a social injustice, and who is responsible for dealing with it? Are animals the victims of a massive injustice? This course examines leading theories of human and animal injustices that deal with these matters. Our aim is to give students the tools to build their own theory about these and other alleged injustices.; Social Science (SO)

POLSH208A001 POLITICAL THOUGHT IN THE GLOBAL SOUTH: THE CASE OF LATIN AMERICA*Paulina Ochoa Espejo*

What can political thought in the Global South teach the world? We will ask fundamental questions in political philosophy (about power, race and inequality) through the writings of Latin

American thinkers from Colonial times to the 20th C.; Prerequisites: Any 100 POLS course, HIST114, 208, 209, or ICPR240; Social Science (SO)

POLSH214B001 BUREAUCRACY AND DEMOCRACY*Zachary W. Oberfield*

Social Science (SO)

POLSH215A001 CONSTITUTIONAL LAW*Sean Beienburg*

An analysis of American constitutional law from the Founding to the late 20th century. This course examines the establishment of judicial review, the limits on congressional lawmaking, the growth of presidential authority, and the relationship between federal and state governments.; Prerequisite: One course in POLS.; Social Science (SO)

POLSH216B001 CONSTITUTIONAL LAW II: CIVIL RIGHTS AND CIVIL LIBERTIES*Sean Beienburg*

Examines the Supreme Court's interpretation of the civil rights and civil liberties expressed in the U.S. Constitution and its impact on American society and politics.; Prerequisite: one 100-level course in POLS.; Social Science (SO)

POLSH223B001 AMERICAN POLITICAL PROCESS: THE CONGRESS*Zachary W. Oberfield*

Functional and behavioral analysis of the policy-making process in Congress, from the electoral process as it affects Congress to the distribution of power and influence in Congress, and the relations of Congress with the Executive Branch.; Social Science (SO)

POLSH224B001 THE AMERICAN PRESIDENCY*Zachary W. Oberfield*

The institution of the Presidency in the past few decades; how the President relates to 1) Congress, 2) others in the executive branch, 3) his party, and 4) the public.; Social Science (SO)

POLSH227B001 URBAN POLITICS*Stephen McGovern*

Social Science (SO)

POLSH228A001 URBAN POLICY*Stephen McGovern*

Assessment of public policies aimed at revitalizing U.S. cities following several decades of suburbanization and capital disinvestment.

Focus on economic development, housing and community development, environmental protection, transportation, education, crime, and the management of regional sprawl.; Social Science (SO)

POLSH239A001 THE UNITED STATES AND LATIN AMERICA

Anita Isaacs

Introduction to the study of U.S.-Latin American relations through an exploration of key issues that shape relations between the United States and countries in Latin America. It examines the history of U.S.-Latin relations as well as the U.S. and Latin American perspective on each of the policy issues reviewed, and concludes with a consideration of new ways of managing hemispheric relations.; Prerequisite: One course in POLS or consent of the instructor.; Social Science (SO)

POLSH242A001 WOMEN IN WAR AND PEACE

Susanna Wing

Analysis of the complex issues surrounding women as political actors and the ways in which citizenship relates to men and women differently. Selected cases from the United States, Africa, Latin America, and Asia are studied as we discuss gender, domestic politics, and international relations from a global perspective.; Prerequisites: one course in POLS or consent of the instructor.; Social Science (SO)

POLSH243A001 THE EXOTIC OTHER: GENDER AND SEXUALITY IN AFRICA AND THE MIDDLE EAST

Deborah Harrold

This course examines the historical and theoretical categories of gender and sexuality in the context of Africa and the Middle East. It analyzes the notion of “other” and difference and the politics and power surrounding “othering”; Prerequisite: One course in POLS or consent of the instructor.; Social Science (SO)

POLSH245B001 THE STATE SYSTEM

Barak Mendelsohn

Social Science (SO)

POLSH247A001 POLITICAL ECONOMY OF DEVELOPING COUNTRIES

Deborah Harrold

Explores concepts and dynamics of political and economic reform in developing countries and the social and international context in which policy is formulated and implemented. Combines theories

of development with case studies from Africa, Latin America and Asia.; Social Science (SO)

POLSH256A001 THE EVOLUTION OF THE JIHADI MOVEMENT

Barak Mendelsohn

This course explores the evolution of the jihadi movement, focusing on its ideological development throughout the twentieth century, and the structural changes it has gone through since the jihad to drive the Soviets out of Afghanistan during the 1980s.; Social Science (SO)

POLSH261B001 GLOBAL CIVIL SOCIETY

Craig Borowiak

An introduction to the theories and debates behind the concept of a global civil society, and the role of transnational civil society actors in shaping global governance. Case studies of specific transnational networks, movements, and coalitions will be examined.; Social Science (SO)

POLSH265A001 POLITICS, MARKETS AND THEORIES OF CAPITALISM

Craig Borowiak

Theoretical approach to the role of politics and markets in modern capitalism. Draws from the history of political economic thought (including Adam Smith, Marx, Karl Polanyi, Schumpeter and Hayek) and from contemporary political economists to address the meanings of “capitalism” and the effects of global markets on domestic politics.; Prerequisite: One POLS course or consent of the instructor.; Social Science (SO)

POLSH266B001 SOVEREIGNTY

Paulina Ochoa Espejo

An examination of the concept sovereignty as it figures within international politics and democratic theory. Explores the theoretical and historical origins of the concept as well as contemporary adaptations, challenges and critiques. Topics include the state system and international intervention, democratic authority and globalization, indigenous and food sovereignty, and proposals for post-sovereign forms of polity.; Social Science (SO)

POLSH274B001 ENDS AND MEANS: MORAL CHOICES IN POLITICS

Thomas J. Donahue

Can politics be moral? Can the end justify the means? Examines how to make moral choices in politics, and the moral dilemmas it poses, by

scrutinizing how great theories answered these questions, including Machiavelli, Thoreau, Martin Luther King, Jr., Malcolm X, Camus, Sartre, Dewey, Trotsky, Rosa Luxemburg, Reinhold Niebuhr, and Elizabeth Anscombe. A special focus on the ethics of war.; Prerequisite: must have at least one course in POLS.; Social Science (SO)

POLSH315A001 PUBLIC POLICY ANALYSIS

Zachary W. Oberfield

POLSH315A001 PUBLIC POLICY ANALYSIS

Zachary W. Oberfield

Each student will select a public policy to analyze, looking at the nature of the problem being addressed as well as benefits, costs, and risks. Alternative policy solutions to the problem will be examined and a final proposal put forward. Prerequisite: Junior or Senior standing or consent of the instructor.; Prerequisite: Junior or Senior standing or consent of the instructor.; Social Science (SO)

POLSH279B001 UNITED STATES FOREIGN POLICY

Ibrahim Raslan

The course examines U.S. foreign policy since the end of World War II. It is divided into four parts. The first part introduces the main theoretical and analytical approaches to study U.S. foreign policy. In the second part, it examines U.S. foreign policy during the Cold War and analyzes the U.S. grand strategy in 1990s after the end of the Cold War. U.S. foreign policy towards major issues in contemporary international politics, including terrorism, humanitarian intervention, climate change, and globalization is the focus of the third part. And in the last part, it examines U.S. foreign policy in the Middle East (the Arab-Israeli Conflict; Iran; the Arab Spring, and the wars in Iraq and Afghanistan), and discusses the rise of China and the future of U.S. global leadership.; Prerequisite: One course in POLS.; Social Science (SO)

POLSH283B001 AFRICAN POLITICS AND LITERATURE

Susanna Wing

The study of politics in Africa through African literature. We explore themes including colonial legacies, gender, race and ethnicity, religion and political transition as they are discussed in African literature.; Prerequisites: One previous course in POLS or consent of the instructor.; Social Science (SO)

POLSH305B001 MAJORITY RULE, MINORITY RIGHTS, AND SOCIAL CHOICE

Thomas J. Donahue

Examines the mechanics of decision making in democracy. Asks what's so great about consensus or majority rule? Are they even possible? How should we protect minority rights? Considers the great theories of the advantages and disadvantages of such rules. Examines theories that national majorities are irrational and unreasonable, and challenges to the possibility of democracy. Introduces students to the economic analysis of social choice.; Prerequisite: Must have at least one course in POLS.; Social Science (SO)

POLSH316B001 RACE, POVERTY, AND THE U.S. WELFARE STATE

Zachary W. Oberfield

This course is designed to help students gain a deeper understanding of the contours and politics of the U.S. welfare state - the cluster of policies designed to address poverty and inequality. Throughout the course, we will use the lens of race in understanding these policies and politics.; Social Science (SO)

POLSH320A001 DEMOCRACY IN AMERICA

Stephen McGovern

This seminar explores some of the most pressing challenges to American democracy today, including the intensification of ideological and partisan polarization, increasing economic inequality, ongoing constraints faced by marginalized groups, and concerns about the diminishing quality of citizen participation in politics.; Prerequisite: Junior or Senior standing or consent of the instructor.; Social Science (SO)

POLSH330A001 TOPICS IN COMPARATIVE POLITICS

Susanna Wing

This is a workshop course built around student interests and senior thesis topics. We will explore issues including, but not limited to, ethnicity, religion, gender and the state. We will look at how states pursue both political and economic development and how they cope with violent conflict.; Prerequisites: Three courses in POLS and junior or senior status or consent of the instructor.; Social Science (SO)

POLSH333A001 INTERNATIONAL SECURITY

Barak Mendelsohn

This course offers an introduction to the study of international security. It considers examples from history and addresses contemporary issues, while introducing and evaluating the political theories that have been used by scholars to explain those

events. The principal goal of the course is to develop a general set of analytical approaches that can be used to gain insight into the nature of world politics - past, present and future. The first section introduces key conceptual issues and review main theoretical approaches in the field. The second section addresses specific issues in international security such as war, military doctrines, alliances, crisis, deterrence, grand strategy, and proliferation.; Social Science (SO)

POLSH336A001 DEMOCRACY AND DEMOCRATIZATION

Anita Isaacs

The processes of democratization in historical and comparative perspective. It investigates the meaning of democracy and assesses factors that facilitate or impede democratic transition and durability; including strategies of elites, civil society and external actors, civil-military relations, institutional design and the relationship between democratization and economic transformation.; Prerequisite: Junior or Senior standing or consent of the instructor.; Social Science (SO)

POLSH350A001 TOPICS IN INTERNATIONAL POLITICS

Barak Mendelsohn

Prerequisite: A course in international or comparative politics or consent of the instructor.; Social Science (SO)

POLSH357B001 INTERNATIONAL RELATIONS THEORY: CONFLICT AND THE MIDDLE EAST

Barak Mendelsohn

Conflicts in the Middle East since World War I. Cleavages are discussed that have contributed to the emergence of violent conflicts in the region and discusses particular conflicts.; Social Science (SO)

POLSH361A001 DEMOCRACY AND GLOBAL GOVERNANCE

Craig Borowiak

Examination of contemporary theoretical and practical debates about the extension of democratic principles beyond the nation-state. This course will explore sources of legitimacy in world politics and consider innovative ways to cope with global power asymmetries and democratic deficits caused by globalization.; Prerequisite: One political science course at 100 and 200 level and junior or senior standing or consent of the instructor.; Social Science (SO)

POLSH365B001 SOLIDARITY ECONOMY MOVEMENTS

Craig Borowiak

An intensive research seminar critically examining the politics, theory and social networks behind solidarity economy movements that seek to create solidarity-based alternatives to capitalism. Includes study of the fair trade movement, eco-villages, cooperative movements, and participatory budgeting, among other initiatives.; Social Science (SO)

POLSH366A001 ADVANCED RESEARCH IN GLOBAL GOVERNANCE

Craig Borowiak

Research seminar designed for students interested in working on long research papers or preparing for senior theses related to the global governance subfield or similar fields. The course will cover research methodologies, writing strategies, and discussions of contemporary global governance scholarship, which will be used to anchor the course thematically and to model different approaches to research. Students' independent research will be complemented with regular and intensive collaborative workshopping of one another's work in class.; Prerequisites: Three courses in POLS and junior or senior status, or consent of the instructor.; Social Science (SO)

POLSH375A001 CONTEMPORARY POLITICAL THEORY

Paulina Ochoa Espejo

This course examines the main contemporary theories of politics by focusing on a central topic of political philosophy: How to justify authority. We will explore how these political theories can be used to deal with contemporary problems as defined by particular interests of students in the course.; Prerequisite: Junior or Senior standing or consent of the instructor.; Social Science (SO)

PSYCHOLOGY

haverford.edu/psychology

The aim of the Psychology Department is to provide students with an understanding of human behavior that will support their ability to add to scientific knowledge, to help others, and to participate as informed members of our society. One path to this goal involves mastery of the theoretical concepts psychologists use in describing and understanding behavior; the other involves competence in the use of the scientific methodologies employed in the study of behavior. We emphasize the importance of both concepts and methods across diverse topic areas within psychology, including biological, cognitive, social, personality, and culture. Students will:

- gain a broad understanding of human behavior, from a variety of perspectives.
- learn to treat questions and claims about behavior rigorously, with an empirical approach.
- master the skills to contribute new knowledge in the field.

CURRICULUM

MAJOR REQUIREMENTS

1. One semester of introductory psychology: PSYC 100 Foundations of Psychology.
2. PSYC 200 Experimental Methods and Statistics, or Bryn Mawr PSYC 205.
3. Six additional psychology courses beyond the introductory level, with at least one taken from each of the following groups:
 - a) Social and Personality Psychology – including, but not limited to, PSYC 215, 221, 224, 242, 325, 335, 337;
 - b) Biological Psychology – including, but not limited to, PSYC 217, 221, 260, 370;
 - c) Cognition – including, but not limited to, PSYC 213, 220, 238, 260, 303;
 - d) At least one of these six courses must be a full-credit 300-level course.
4. Two half-credit laboratory courses, which should be completed by the end of the junior year.
5. One of the following senior thesis options:
 - a) two semesters of empirical senior research or
 - b) a one semester non-empirical senior thesis and an additional psychology course beyond the introductory level.

We typically accept equivalent courses at Bryn Mawr or other institutions, with permission of the department, to fulfill major requirements.

MINOR REQUIREMENTS

The Haverford minor in psychology consists of six credits in psychology including: PSYC 100 (Foundations of Psychology), and five additional psychology courses beyond the introductory level, with at least one from two of the following groups:

1. Social and Personality Psychology – including, but not limited to, PSYC 215, 221, 224, 242, 325, 335, 337;
2. Biological Psychology – including, but not limited to, PSYC 217, 221, 260, 370;
3. Cognition – including, but not limited to, PSYC 213, 220, 238, 260, 303.

MINOR IN NEUROSCIENCE

Some psychology majors also elect to complete a minor in neuroscience. See the entry in this catalog for Neuroscience Minor for relevant requirements.

REQUIREMENTS FOR HONORS

The department awards honors to majors who show exceptionally high attainment in their coursework and demonstrate work in Senior Research or Senior Thesis and related research courses that is of superior quality.

FACULTY

Benjamin Le

Chair and Associate Professor

Laura E. Been

Assistant Professor

Marilyn G. Boltz

Professor

Rebecca J. Compton (*on leave Fall 2015*)

Professor

Jennifer Lilgendahl

Associate Professor

Shu-wen Wang
Assistant Professor

Elizabeth Gordon
Visiting Assistant Professor

Jake Kurzek
Visiting Assistant Professor and Consortium for Faculty Diversity Fellow

Mary Ellen Kelly
Visiting Assistant Professor

Tom Wadden
Visiting Professor

COURSES

PSYCH100A001 FOUNDATIONS OF PSYCHOLOGY

Marilyn Boltz

An introduction to the study of mind and behavior. Topics include biological, cognitive, personality, abnormal, and social psychology, as well as a general consideration of the empirical approach to the study of behavior.; Antirequisite: AP Psychology or IB Psychology credit, as noted on transcript.; Social Science (SO)

PSYCH200B001 EXPERIMENTAL METHODS AND STATISTICS

Benjamin Le

Three hours lecture, one 90-minute lab/ week plus time spent collecting data outside of scheduled lab hours. A general overview of the experimental method and its use in the psychological study of behavior, coupled with in-depth treatment of statistics as applied to psychology research. Lab exercises focus on designing experiments, collecting data, applying statistical methods (using a commercial data analysis software package), and presenting data through written assignments.; Social Science (SO); Quantitative (QU)

PSYCH213B001 MEMORY AND COGNITION

Marilyn Boltz

An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony; autobiographical memory; metacognition; mood

and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity.; Social Science (SO)

PSYCH215A001 INTRODUCTION TO PERSONALITY PSYCHOLOGY

Jennifer L. Lilgendahl

An examination of the fundamental issues and questions addressed by personality psychology, including: What is personality? What are its underlying processes and mechanisms? How does personality develop and change over time? What constitutes a healthy personality? This course will explore these questions by considering evidence from several major approaches to personality (trait, psychodynamic, humanistic, and social-cognitive), and it will encourage students to develop a dynamic understanding of human personality that is situated within biological, social, and cultural contexts.; Prerequisite: PSYC100 or consent of the instructor.; Social Science (SO)

PSYCH220B001 THE PSYCHOLOGY OF TIME

Marilyn Boltz

An examination of the various ways in which time is experienced and influences psychological behavior. Topics include: the perception of rhythm, tempo, and duration; temporal perspective; societal concepts of time; neural substrates of temporal behavior.; Prerequisites: PSYC100 or BMC 105 or Psychology AP Score 4+ or consent of the instructor.; Social Science (SO)

PSYCH222A001 EVOLUTIONARY AND COMPARATIVE PSYCHOLOGY

Elizabeth Gordon

Social Science (SO)

PSYCH223B001 PSYCHOLOGY OF HUMAN SEXUALITY

Elizabeth Gordon

An overview course on human sexuality, from biological, psychological, behavioral, and cultural perspectives. Focuses on the methods and techniques used to study human sexuality and how scientific knowledge about human sexuality informs attitudes about the political and ethical aspects of sexuality. Analyze the assumptions and evidence that others use when making claims about sexuality.; Prerequisites: PSYC100 or BMC 105 or Psychology AP Score 4+ or consent of the instructor.; Social Science (SO)

PSYCH224A001 SOCIAL PSYCHOLOGY*Benjamin Le*

This course is designed as an in-depth exploration into the field of Social Psychology. Topics include impression formation, perceiving groups, social identity, attitudes/persuasion, social influence, group processes, aggression/altruism, and interpersonal attraction will be discussed. In addition to these specific topic areas, overarching themes and theoretical issues, within the field of social psychology will be emphasized throughout the course. Students will become familiar with the research that has contributed to the current social psychology knowledge base.; Prerequisites: PSYC100 or BMC 105 or Psychology AP Score 4+ or consent of the instructor.; Social Science (SO)

PSYCH242B001 CULTURAL PSYCHOLOGY*Shu-wen Wang*

An examination of cultural variations in psychological process, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism.; Prerequisite: PSYC100; Social Science (SO)

PSYCH260B001 COGNITIVE NEUROSCIENCE

An examination of the neural basis of higher mental functions such as object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and the plasticity of the brain.; Lottery preference to Psych Majors & NBS Minors.; Prerequisites: PSYC100 or BMC 105 or AP Score 4+ or consent of the instructor.; Natural Science (NA)

PSYCH280A001 APPLIED SOCIAL PSYCHOLOGY*Charlotte Alm*

An introduction to classic and contemporary applied social psychology, with a focus on analyzing and understanding social and personal problems as well as developing interventions aimed at improving the functioning for individuals and groups.; Prerequisite: PSYC100; Social Science (SO)

PSYCH302A001 PSYCHOLOGY OF JUDGMENT AND DECISION MAKING*TBA Department staff*

This course examines the psychological processes involved in decision making from the perspective

of fast/slow cognitive processes and will present views on what constitutes rational decision making.; Prerequisites: PSYC213, 220, 224, 238, 260, or 280; Social Science (SO)

PSYCH303A001 PSYCHOLOGY OF MUSIC*Marilyn Boltz*

What functions does music serve and how does it influence behavior? This course examines the evolutionary and biological bases of music, and its effects upon cognition, social behavior, and our sense of self and identity.; Prerequisite: PSYC100, 200, and one 200-level course in cognitive psychology, such as PSYC213, 220, 238 or BMC 212.; Social Science (SO)

PSYCH309I001 LABORATORY IN ABNORMAL PSYCHOLOGY*Seth Jefferson Gilligan*

Training in research on emotion and personality, including issues related to methodology and data analysis such as the design of psychometrically sound measures, various modes of data collection, and the interpretation of data.; Prerequisite: Past or concurrent enrollment in PSYC209 or 215 is required. Completion of PSYC200 is strongly recommended, however, concurrent enrollment with 200 may be permissible with consent of the instructor.; Social Science (SO)

PSYCH312A001 SLEEP AND CIRCADIAN RHYTHMS*Daniel Cavanaugh*

An examination of circadian rhythms and application of these processes to understanding sleep. The course spans from cellular and molecular mechanisms to systems and behavioral approaches, and includes pathologies of these systems that lead to human disorders.; Prerequisite: PSYC217, BMC 218 or BMC BIOL202.; Natural Science (NA)

PSYCH313I001 LABORATORY IN MEMORY AND COGNITION*Marilyn Boltz*

This half-credit laboratory will focus on the methods used to investigate the nature of perception, memory, and other cognitive behaviors. These various methodologies will be employed within a set of empirical studies designed to investigate particular topic areas within the field of cognition.; Social Science (SO)

PSYCH315F001 LABORATORY IN PERSONALITY PSYCHOLOGY

Jennifer L. Lilgendahl

An overview of methods used to conduct research on personality. Through lab activities and class projects, students will learn about important methodological topics within the study of personality, including measurement, reliability and validity, different modes of data collection (self-report questionnaires, interviews and narratives, observational and experimental approaches), and how to analyze and interpret personality data.; Prerequisite: Past or concurrent enrollment in PSYC215. Completion of PSYC200 is strongly recommended; however, concurrent enrollment with 200 may be permissible with instructor's approval.; Social Science (SO)

PSYCH316A001 EMBODIED COGNITION

TBA Department staff

Explores how cognitive processes such as memory, decision-making, and language are influenced by sensory, motor, and affective information from the body.; Prerequisites: PSYC200 and another course in cognition (PSYC213, 220, 238, or 260) or by consent of the instructor.; Social Science (SO)

PSYCH317F001 LABORATORY IN BEHAVIORAL NEUROSCIENCE

Laura E. Been

Prerequisites: Past or concurrent enrollment in PSYC217. Completion of PSYC200 or BMC 205 is strongly recommended, however, concurrent enrollment with 200 may be permissible with consent of the instructor.; Natural Science (NA)

PSYCH320I001 LABORATORY IN THE PSYCHOLOGY OF TIME

Marilyn Boltz

An overview of the different methodologies used in the psychological study of time. During laboratory sessions, students will explore some different temporal phenomena through the use of the empirical method and both the collection and analysis of statistical data.; Prerequisites: PSYC200 or BMC 205 and past or concurrent enrollment in 213, 220 or BMC 212.; Social Science (SO)

PSYCH324F001 LABORATORY IN SOCIAL PSYCHOLOGY

Benjamin Le

Prerequisites: PSYC200 or BMC 205 and past or

concurrent enrollment in 224 or BMC 208, or 280 is required.; Social Science (SO)

PSYCH325A001 THEORY AND RESEARCH IN DYADIC PROCESSES

Benjamin Le

This course is designed as an in-depth examination of the field of close relationships. The major theories of close relationship will be emphasized, including examinations of evolutionary, attachment, interdependence, and cognitive approaches. In addition, research related to topics such as attraction, relationship development and maintenance, relationships and health, infidelity, violence in intimate relationships, and jealousy will be explored, with methodical concerns discussed within the context of each topic.; Prerequisite: PSYC100 or consent of the instructor.; Social Science (SO)

PSYCH335B001 SELF AND IDENTITY

Jennifer L. Lilgendahl

Who am I? How do I feel about myself? What is the story of my life? How people answer such questions and the implications of their answers, both over time and across situations in their lives, are the issues that are at the heart of this course on self and identity. Through a combination of lecture and discussion, we will examine the literature on self and identity from multiple disciplinary perspectives (biological, developmental, personality, social, and clinical) and apply scientific concepts to the analysis of socially important issues, current events, popular culture, and our own life experiences. Specific topics to be addressed include self and identity development in childhood and adolescence, self-esteem and its consequences, gender and self, culture and ethnic identity development, stigmatized selves and prejudice, and the connection between self/identity and mental health.; Prerequisites: PSYC210, 215, 224, BMC 206 or BMC 208.; Social Science (SO)

PSYCH342I001 LABORATORY IN CULTURAL PSYCHOLOGY

Shu-wen Wang

Provides hands-on research experience using qualitative and experimental methodologies to examine cultural psychology topics.; Social Science (SO)

PSYCH349B001 ANXIETY DISORDERS AND THEIR TREATMENT*Elizabeth Gordon*

This seminar is in-depth examination of the etiology, maintenance, and treatment of mental disorders characterized by extreme and pervasive anxiety, including specific phobias, panic disorder, obsessive compulsive disorder, post-traumatic stress disorder, social anxiety disorder, and generalized anxiety disorder.; Prerequisite: PSYC209; Social Science (SO)

PSYCH360F001 LABORATORY IN COGNITIVE NEUROSCIENCE*Rebecca Compton*

An examination of methodologies used to study the neural basis of higher mental functions. Students will utilize both cognitive and electrophysiological (EEG, ERP) recording methods, and will examine methodological issues in hemodynamic neuroimaging and the study of patient populations. A half-credit course.; Prerequisite: This lab is free-standing from the PSYC260 lecture; you do not need to take the 260 lecture (in the past,concurrently, or ever) to take this lab. Completion of PSYC200 is strongly recommended, however, concurrent enrollment with 200 may be permissible with consent of the instructor.; Natural Science (NA)

PSYCH391A001 SENIOR RESEARCH TUTORIAL IN COGNITION*Marilyn Boltz*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

PSYCH392A001 SENIOR RESEARCH TUTORIAL IN PERSONALITY*Jennifer L. Lilgendahl*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

PSYCH393A001 SENIOR RESEARCH TUTORIAL IN SOCIAL PSYCHOLOGY*Benjamin Le*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

PSYCH394A001 SENIOR RESEARCH TUTORIAL IN BIOLOGICAL PSYCHOLOGY*Laura E. Been*

Prerequisite: Open to senior psychology majors.; Natural Science (NA)

PSYCH395A001 SENIOR RESEARCH TUTORIAL IN COGNITIVE NEUROSCIENCE*Rebecca Compton*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

PSYCH396A001 SENIOR RESEARCH TUTORIAL IN CLINICAL PSYCHOLOGY*Seth Jefferson Gillihan*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

PSYCH398A001 SENIOR RESEARCH IN CULTURAL PSYCHOLOGY*Shu-wen Wang*

Prerequisite: Open to senior Psychology majors.; Social Science (SO)

RELIGION

haverford.edu/relg

A central mission of the Religion Department is to enable students to become critically-informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas, and practices that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the sacred texts, images, beliefs, and performances of various religions, including Judaism, Christianity, Islam, and Buddhism. The Department's programs are designed to help students understand how religions develop and change and how religious texts, symbols, and rituals help constitute communities and cultures. Thus, the major in Religion seeks to help students develop a coherent set of academic skills in the study of religion, while at the same time encouraging interdisciplinary work in the Humanities and Social Sciences.

The Haverford Religion major is unique in that it provides students with a comprehensive curriculum that includes carefully designed areas of concentrations, specialized coursework, supervised research, a lengthy written research product, and a departmental oral conversation with the entire department as the minimum requirements for fulfilling the major. Through coursework, senior thesis research, and the Tri-College Senior Colloquium with Swarthmore and Bryn Mawr Colleges, the Department seeks to fulfill the following learning goals:

- Expose students to the central ideas, debates, scholars, methods, historiography, and approaches to the academic study of religion.
- Analyze key terms and categories in the study of religion, and utilize the diverse vocabularies deployed among a range of scholars in religion and related fields.
- Develop critical thinking, analytical writing, and sustained engagement in theory and method, together with the critical competence to engage sacred texts, images, ideas and practices.
- Cultivate the learning environment as an integrative and collaborative process.
- Expand intellectual opportunities for students to broaden and critically assess their worldviews.

- Encourage students to supplement their work in religion with elective languages (Arabic, Chinese, German, Greek, Hebrew, Hindi/Urdu, Japanese, Latin, Sanskrit, Yoruba).
- Foster interdisciplinary methods and perspectives in the study of religion, while continuing to model this through the curriculum.
- Prepare students for professional careers, for graduate studies in religion or related fields, and for leadership roles as reflective, critically-aware human beings.

Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

CURRICULUM MAJOR

The major in Religion is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the Humanities and Social Sciences. The Major consists of 11 courses with the following requirements:

- a. Five courses within an area of concentration:
Each major is expected to fashion a coherent major program focused around work in one of three designated areas of concentration:

- **Religious Traditions in Cultural Context.**

The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.

- **Religion, Literature, and Representation.**

The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

• Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

The five courses within the area of concentration must include at least one department seminar at the 300 level. Where appropriate and relevant to the major's program, up to two courses for the major may be drawn from outside the field of religion, subject to departmental approval.

b. Religion 299, Theoretical Perspectives in the Study of Religion.

c. Religion 398a and 399b, a two-semester senior seminar and thesis program.

d. Three additional half-year courses drawn from outside the major's area of concentration.

e. Junior Colloquium: An informal required gathering of the Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

f. At least six of each major's 11 courses must be taken in the Haverford Religion department.

Students planning to study abroad should construct their programs in advance with the department. Students seeking religion credit for study abroad courses should write a formal petition to the department upon their return and submit all relevant course materials. Petitioned courses should be included within the student's designated area of concentration.

g. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

h. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 398a and 399b.

MINOR

The minor in Religion, like the major, is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the Humanities and Social Sciences. The Minor consists of 6 courses with the following requirements:

a. Five courses within an area of concentration, with at least one at the 300 level:

A. Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.

B. Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

C. Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

b. Religion 299, Theoretical Perspectives in the Study of Religion.

c. Junior Colloquium: An informal required gathering of the Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

d. All 6 of courses must be taken in the Haverford religion department. In some rare cases, students may petition the department for exceptions to the minor requirements. Such petitions must be presented to the department for approval in advance.

SENIOR THESIS RESEARCH PROJECT

The senior thesis research project in the Department of Religion serves as a capstone experience for our majors. The work of Religion 398a and 399b, the required courses related to the senior research project in Religion, consists of five stages: I) the formulation of a thesis proposal; II) presentation of the proposal; III) presentation of a portion of work in progress; IV) the writing and submission of first and final drafts; V) oral discussion with department faculty. The goals of the senior thesis process are to:

- Further develop research skills and obtain a mastery of academic citation practices.
- Provide students with an opportunity to pursue original research questions and to sharpen scholarly interests as one masters a particular field/argument.
- Enhance written and verbal analysis through participation in the yearlong senior seminar with

department faculty and students, weekly meetings with individual advisors, and the final oral presentation of the thesis to the department.

- Nurture group cohesion as a department, through collaborative participation with fellow majors during the course of Religion 398a and 399b, concretely expressed by way of critical feedback to shared writing.
- Build student confidence in the ability to see to fruition a rigorous project requiring prolonged periods of thought, writing, revising, and research.

REQUIREMENTS FOR HONORS

The department awards honors and high honors in religion on the basis of the quality of work in the major and on the completed thesis.

STUDY ABROAD

Students planning to study abroad must construct their programs in advance with the department. Students seeking religion credit for abroad courses must write a formal petition to the department upon their return and submit all relevant course materials. We advise students to petition courses that are within the designated area of concentration.

FACULTY

Molly Farnath
Assistant Professor

Tracey Hucks (*on leave 2015–16*)
Professor

Kenneth Koltun-Fromm
Professor

Naomi Koltun-Fromm
Chair and Associate Professor

Anne M. McGuire
Kies Family Associate Professor in the
Humanities

Terrance Wiley
Assistant Professor

Travis Zadeh
Associate Professor

Supriya Ghandi
Visiting Assistant Professor

Emma Lapansky-Werner

Visiting Professor

COURSES

RELGH104A001 RELIGION AND SOCIAL ETHICS

Molly Farneth

Introduces students to debates in Judaism and Christianity about the ethical significance of race, class, and gender in contemporary society. Topics will include racism, incarceration, poverty, gender-based domination, and same-sex marriage.; Humanities (HU)

RELGH107A001 VOCABULARIES OF ISLAM

Travis Zadeh

Provides students with an introduction to the foundational concepts of Islam, its religious institutions, and the diverse ways in which Muslims understand and practice their religion. We explore the vocabularies surrounding core issues of scripture, prophethood, law, ritual, theology, mysticism, literature, and art from the early period to the present.; Humanities (HU)

RELGH111A001 INTRODUCTION TO HINDUISM

Chloe Martinez

An introduction to the diverse and fluid tradition known as Hinduism, which we will examine through the many streams that feed into it: theological and philosophical beliefs, ritual and devotional practices, literature, visual art, music and drama.; Humanities (HU)

RELGH118B001 HEBREW BIBLE: LITERARY TEXT AND HISTORICAL CONTEXT

Naomi Koltun-Fromm

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological, and archeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.; Humanities (HU)

RELGH122B001 INTRODUCTION TO THE NEW TESTAMENT

Anne McGuire

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the

earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical writings, in addition to the writings of the New Testament canon.; Humanities (HU)

RELGH124A001 INTRODUCTION TO CHRISTIAN THOUGHT

Elaine Marie Beretz

An examination of some central concepts of the Christian faith, approached within the context of contemporary theological discussion. Basic Christian ideas will be considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity.; Humanities (HU)

RELGH128A001 READING SACRED TEXTS

Kenneth Koltun-Fromm

An introduction to reading sacred texts in an academic setting. In this course we will apply a variety of methodological approaches--literary, historical, sociological, anthropological or philosophical--to the reading of religious texts, documents and materials.; Humanities (HU)

RELGH130B001 MATERIAL RELIGION IN AMERICA

Kenneth Koltun-Fromm

Humanities (HU)

RELGH132A001 VARIETIES OF AFRICAN AMERICAN RELIGIOUS EXPERIENCE

Shani Salama Settles

This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.; Humanities (HU)

RELGH132B001 VARIETIES OF THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE

Shani Salama Settles

As an introduction to the study of African American religious expression and engagement in the US, this class will critically examine the historical and contemporary construction of the "Black Sacred Cosmos." Focusing specifically on West African faith systems and their

dissemination, reconstruction, and re-emergence within the Diaspora we will explore how life is the altar and living is prayer. Attending primarily to the three most visible religious systems in the US -Yoruba/Orisa/Ifa, Santeria, and Vodou-students will gain a holistic understanding of traditions by: (1) engaging multiple theoretical discourses surrounding the study and practice of African Diaspora Religions (2) applying intersectional analyses to traditions to uncover the ways in which they address/contextualize the constructions of race, class, gender, sexuality (3) identifying and describing unique and common key elements/dimensions that constitute belief and praxis of each religious system (4) contextualizing dynamic processes of continuity and change, past and present, and (5) charting chronologies of major historical developments and periods of transmission for each belief system. In so doing, students will be equipped with a foundational knowledge base to further examine the worldviews and ethos of religious traditions of the Diaspora in upper division classes, their own lives, and the world around them.; Humanities (HU)

RELGH140A001 INTRODUCTION TO ISLAMIC PHILOSOPHY AND THEOLOGY

This course is a survey of major thinkers and debates in Islamic intellectual history. We will discuss how these thinkers addressed theological concerns such as God's attributes in light of divine unity; freewill versus predestination; and mysticism and philosophy as legitimate means of divine worship.; Humanities (HU)

RELGH144B001 READING COMICS AND RELIGION

Kenneth Koltun-Fromm

The exploration of how notions of the religious arise in comics and graphic novels that visually depict narratives of and about the sacred. Reading comics is a visual practice, but it is also a study in religious expression, creative imagination, and critical interpretation. The course will engage the multi-textured layers of religious traditions through a reading of comics, and thereby integrate comics within the study of religion even as the very reading of comics challenges our notions of what counts as religion. This is a TriCo course and requires travel to Swarthmore.; Humanities (HU)

RELGH150B001 SOUTH ASIAN RELIGIOUS CULTURES

Chloe Martinez

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism, Islam, and Sikhism in South Asia.; Humanities (HU)

RELGH202B001 THE END OF THE WORLD AS WE**KNOW IT**

Why are people always predicting the coming endtime? This course will explore the genre of apocalypse, looking for common themes that characterize this form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from the early Jewish and Christian traditions. We will use an analytical perspective to explore the social functions of apocalyptic, and ask why this form has been so persistent and influential.; Humanities (HU)

RELGH203A001 THE HEBREW BIBLE AND ITS INTERPRETATIONS

Naomi Koltun-Fromm

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them.; Humanities (HU)

RELGH206B001 HISTORY AND LITERATURE OF EARLY CHRISTIANITY

Anne McGuire

The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine.; Humanities (HU)

RELGH208A001 POETICS OF RELIGIOUS EXPERIENCE IN SOUTH ASIA

Chloe Martinez

An examination of religious poetry from three South Asian traditions: Hinduism, Islam, and Sikhism. Topics may include poetry and religious experience, poetry as locus of inter-religious dialogue, and poetry as religious critique.; Humanities (HU)

RELGH221A001 WOMEN AND GENDER IN EARLY CHRISTIANITY

Anne McGuire

An examination of the representations of women and gender in early Christian texts and their

significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities.; Humanities (HU)

RELGH222B001 GNOSTICISM

Anne McGuire

The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts.; Humanities (HU)

RELGH229B001 BLACK RELIGION AND WOMANIST THOUGHT

Shani Salama Settles

This course invites students to attend to the intersections of black, feminist, and liberation thought and praxis by engaging womanist theology. Through a broad and critical examination of essays, scholarly texts, novels, and documentaries, we will explore discourses around themes of epistemology, spirituality, representation, and activism. We will particularly attend to: (1) assumptions and claims about knowledge production and methods; (2) spiritual, religious and ethical motifs; (3) identity formation, social location, and identity politics; and (4) feminist/womanist activism addressing issues of race/heritage, culture, class, gender, and sexuality. Through daily discussion and written assignments, students will develop critical analytic skills and be equipped with a foundational knowledge base to further examine womanist worldviews and ethos in multiple religious traditions and in the world around them.; Humanities (HU)

RELGH230A001 RELIGION AND BLACK FREEDOM STRUGGLE

Terrance Wiley

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.; Humanities (HU)

RELGH248B001 THE QURAN*Travis Zadeh*

Overview of the Qur'an, the scripture of Islam. Major themes include: orality, textuality, sanctity and material culture; revelation, translation, and inimitability; calligraphy, bookmaking and architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike.; Humanities (HU)

RELGH254B001 RAP AND RELIGION: RHYMES ABOUT GOD AND THE GOOD*Terrance Wiley*

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, and Lauryn Hill, Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time.; Humanities (HU)

RELGH260A001 GETTING MEDIEVAL*Travis Zadeh*

Explores literary and philosophical exchanges, alongside religious violence and persecution, amongst Jews, Christians, and Muslims in the late Antiquity and the Middle Ages; Humanities (HU)

RELGH267B001 RELIGION AND POETRY*Chloe Martinez*

An exploration of the relationship between religion and poetry, using both sacred and secular poetic texts. How is poetic language used to express religious ideas? How do sacred texts inform secular poetry? Assignments will include both critical and creative writing.; Humanities (HU)

RELGH286B001 RELIGION AND AMERICAN PUBLIC LIFE*Molly Farneth*

This course examines the role of Christianity in shaping America's religious identity(ies) and democratic imagination(s). The course will also examine whether, if at all, citizens are justified in retrieving their religious commitments in public debates.; Humanities (HU)

RELGH299A001 THEORETICAL PERSPECTIVES IN THE STUDY OF RELIGION*Kenneth Koltun-Fromm*

Description: An introduction to theories of the nature and function of religion from theological, philosophical, psychological, anthropological, and sociological perspectives. Readings may include: Schleiermacher, Marx, Nietzsche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Berger, Haraway.; Humanities (HU)

RELGH301A001 SEMINAR IN RELIGIOUS TRADITIONS IN CULTURAL CONTEXT: MYTHS OF CREATION AND REDEMPTION*Anne McGuire*

This seminar will focus on the interpretation of myths of creation and redemption within Graeco-Roman, Jewish, and Christian religious traditions. In addition to considering myths and their reinterpretation within each tradition, we will also consider contemporary theories of myth and myth interpretation.; Humanities (HU)

RELGH301B001 SEMINAR IN RELIGIOUS TRADITIONS IN CULTURAL CONTEXT*Naomi Koltun-Fromm*

This seminar examines the foundation mythologies of a variety of religious traditions, particularly those narratives that revolve around the founding of sacred cities. We will explore the relationship between political founding (cities, nations) and religious origins narratives.; Humanities (HU)

RELGH303A001 RELIGION, LITERATURE AND REPRESENTATION*Chloe Martinez*

This seminar will consider autobiography as both a literary genre and a mode of speech that has often been used to talk about religion. What does the autobiographical voice allow authors to say about religious experience and belief? How are religious selves constructed and presented in this most self-reflexive of forms? Our discussion will draw upon the methodologies of both literary theory and religious studies, and autobiographical examples will range across time, space and religious tradition.; Humanities (HU)

RELGH305A001 SEMINAR IN RELIGION, ETHICS, AND SOCIETY

This seminar invites students to attend to lived religious experience through ethnography. Taking

an explicitly feminist/womanist approach, students will examine themes of epistemology, hermeneutics, narration, representation, embodiment, and empowerment. Reading and viewing contemporary ethnographic essays, texts and documentaries highlights mixed method approaches to research formation and the writing process. Through daily exercises and a final research project, students will directly participate in reflexive ethnography with a religious community of their choice.; Humanities (HU)

RELGH305B001 SEMINAR IN RELIGION, ETHICS, AND SOCIETY: RELIGION AND ETHNOGRAPHY

Shani Salama Settles

The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies. Topics and instructors change from year to year.; This seminar invites students to attend to lived religious experience through ethnography. Taking an explicitly feminist/womanist approach, students will examine themes of epistemology, hermeneutics, narration, representation, embodiment, and empowerment. Reading and viewing contemporary ethnographic essays, texts and documentaries highlights mixed method approaches to research formation and the writing process. Through daily exercises and a final research project, students will directly participate in reflexive ethnography with a religious community of their choice.; Cross-listed: Religion, Africana Studies, Gender/Sex Studies; Prerequisite: one 100-level course in RELG, ANTH, SOCL, Africana Studies, or Women's Studies; Humanities (HU)

RELGH306B001 OF MONSTERS AND MARVELS

Travis Zadeb

From contemplating the cosmos to encountering the monstrous, this course explores the place of wonder in Islamic traditions through readings from the Qur'an, exegesis, prophetic traditions, popular literature, travel narratives, descriptive geography, philosophy and theology.; Social Science (SO)

RELGH312A001 RITUAL AND THE BODY

Molly Farneth

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention

will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood.; Prerequisites: at least one 200 level RELG or permission of the instructor.; Humanities (HU)

RELGH330A001 SEMINAR IN THE WRITINGS OF WOMEN OF AFRICAN DESCENT

Shani Salama Settles

This seminar will examine the writings of women of African descent from Africa, North America, and the Caribbean. Using primary and secondary texts from the nineteenth to the twentieth centuries, this course will explore the various religious traditions, denominations, sects, and religious and cultural movements in which women of African descent have historically participated. The course will also analyze the ways in which specific social conditions and cultural practices have historically influenced the lives of these women within their specific geographical contexts.; Humanities (HU)

RELGH398A001 SENIOR THESIS SEMINAR PART 1

Naomi Koltun-Fromm

A practical methodology course which prepares senior Religion majors to write their senior theses.; Prerequisites: Open to Senior Religion majors only; Humanities (HU)

RELGH399B001 SENIOR SEMINAR AND THESIS

Kenneth Koltun-Fromm, Naomi Koltun Fromm, Anne McGuire

Prerequisite: Open only to Senior Religion Majors; Humanities (HU)

ROMANCE LANGUAGES AT BRYN MAWR COLLEGE

brynmawr.edu/romance

The Departments of French and Francophone Studies, Italian, and Spanish cooperate in offering a major in Romance Languages that requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

COLLEGE FOREIGN LANGUAGE REQUIREMENT

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

MAJOR REQUIREMENTS

The requirements for the major are a minimum of nine courses, including the Senior Conference and/or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French, if French is selected as second. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

WRITING REQUIREMENT

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

FACULTY

Grace Armstrong

Chair and Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Maria Cristina Quintero

Chair and Professor of Spanish, Co-Director of Comparative Literature, and Director of Romance Languages

Roberta Ricci

Chair and Associate Professor of Italian

COURSES

FIRST LANGUAGE AND LITERATURE

FRENCH

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level, including FREN 213. Advanced language course: FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

ITALIAN

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.

SPANISH

SPAN 110. SPAN 120. Four courses at the 200 level. Two courses at the 300 level.

SECOND LANGUAGE AND LITERATURE

FRENCH

FREN 101-102 or 101-105; or 005-102 or 005-105. Two literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). One course at the 300 level.

ITALIAN

ITAL 101, 102. Two literature courses at the 200 level. Two literature courses at the 300 level.

SPANISH

SPAN 200 SPAN 202. Two courses at the 200 level. Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).* When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above.** When Italian is chosen, students must take ITAL 398 and ITAL 399, offered in consultation with the department, in addition to the coursework described above in order to receive honors.*** An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis. Please note that 398 does not count as one of the two required 300-level courses.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

* In order to receive honors, students whose first language is Spanish should have a minimum 3.7 GPA in Spanish and are required to write a senior essay (SPAN 399).

** For students whose first language is French, honors are awarded on the basis of performance in Senior Conference and on a successfully completed thesis (FREN 403) or senior essay, the latter completed in a third 300-l. course in semester II of senior year.

*** In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 398 and ITAL 399)

RUSSIAN AT BRYN MAWR COLLEGE

brynmawr.edu/russian

The Russian major is a multidisciplinary program designed to provide students with a broad understanding of Russian culture and the Russophone world. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

COLLEGE FOREIGN LANGUAGE REQUIREMENT

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, beginning at the level determined by their language placement. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which the student is proficient.

MAJOR REQUIREMENTS

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Russian majors have the option of fulfilling the College's writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature (in translation), culture or film, where the focus is on writing in English.

Majors also have the option of completing one WA course in Russian and one WA course in English.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

HONORS

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

MINOR REQUIREMENTS

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in the Russian language.

FACULTY

Elizabeth Allen

Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Mark Baugher

Lecturer in Russian

Dan Davidson

Professor of Russian on the Myra T. Cooley Lectureship in Russian and Director of the Russian Language Institute

Timothy Harte

Chair and Associate Professor of Russian (on leave semester II)

Olga Riabova
Lecturer in Russian

Irina Walsh
Lecturer in Russian

COURSES

RUSS B001 ELEMENTARY RUSSIAN INTENSIVE

Davidson,D., Walsh,I.

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

RUSS B002 ELEMENTARY RUSSIAN INTENSIVE

Davidson,D., Walsh,I.

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

RUSS B101 INTERMEDIATE RUSSIAN

Walsh,I.

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week

RUSS B102 INTERMEDIATE RUSSIAN

Walsh,I.

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.

RUSS B120 FOCUS: RUSSIAN MEMOIRS: SEEKING FREEDOM WITHIN BOUNDARIES

This course examines memoirs by Russian women who either have spent time as political or wartime prisoners or have challenged socially-constructed boundaries through their choice of profession. Students will explore the socio-historical contexts in which these women lived and the ways in which they created new norms in extraordinary circumstances. No knowledge of Russian is required. (Not Offered 2015-2016)

RUSS B130 FOCUS: RUSSIAN DISSIDENTS AND THE CULTURE OF 'VNYE'

This is a half semester focus course. This course explores Russian dissident memoirs and considers these works as a form of testimonial

writing by those who were exiled - physically or socially - during times of heavy media and literary censorship. Class discussions will also examine the ways this body of work served to bear witness on behalf of those who operated outside ('vnye') of society and acted as an alternative justice system, condemning or justifying 'criminal' behavior. Half semester Focus course. (Not Offered 2015-2016)

RUSS B201 ADVANCED RUSSIAN

Walsh,I.

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

RUSS B202 ADVANCED RUSSIAN

Walsh,I.

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

RUSS B215 RUSSIAN AVANT-GARDE ART, LITERATURE AND FILM

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Counts towards: Film Studies Crosslisting(s): HART-B215 (Not Offered 2015-2016)

RUSS B217 THE CINEMA OF ANDREI TARKOVSKY

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema. Counts towards: Film Studies (Not Offered 2015-2016)

RUSS B221 THE SERIOUS PLAY OF PUSHKIN AND GOGOL

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin's and Gogol's shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. No knowledge of Russian is required. (Not Offered 2015-2016)

RUSS B223 RUSSIAN AND EAST EUROPEAN FOLKLORE

Bain,S.

This interdisciplinary course introduces students to major issues in Russian and East European folklore including epic tales, fairy tales, calendar and life-cycle rituals, and folk beliefs. The course also presents different theoretical approaches to the interpretation of folk texts as well as emphasizes the influence of folklore on literature, music, and art. No knowledge of Russian is required.

RUSS B235 THE SOCIAL DYNAMICS OF RUSSIAN

Davidson,D., Walsh,I.

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse.

Prerequisite: RUSS B201, RUSS 102 also required if taken concurrently with RUSS 201.

RUSS B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945

This is a topics course. Course content varies.

Counts towards: Film Studies

Crosslisting(s): ENGL-B238; HART-B238; COML-B238 (Not Offered 2015-2016)

RUSS B243 THE ART OF EXILE: EMIGRATION IN FICTION, FILM, AND PAINTING

This course explores a diverse range of films (Akin, Fassbinder), paintings (Chagall, Rothko), and fictional prose works (Nabokov, Sebald) that probe the experience of exile and emigration. We will focus primarily on Russian émigré culture,

20th-century Jews, American immigrants, and the Turkish community in Hamburg, Germany. (Not Offered 2015-2016)

RUSS B253 THEORY IN PRACTICE:CRITICAL DISCOURSES IN THE HUMANITIES

Higginson,P.

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. This is a topics course. Course content varies. Current topic description: Structuralism, Poststructuralism, Feminism, Postcolonialism Crosslisting(s): ITAL-B213; PHIL-B253; HART-B213; GERM-B213

RUSS B254 RUSSIAN CULTURE AND CIVILIZATION

Walsh,I.

A history of Russian culture—its ideas, its value and belief systems—from the origins to the present that integrates the examination of works of literature, art, and music.

RUSS B258 SOVIET AND EASTERN EUROPEAN CINEMA OF THE 1960S

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required. Counts towards: Film Studies (Not Offered 2015-2016)

RUSS B271 CHEKHOV: HIS SHORT STORIES AND PLAYS IN TRANSLATION

A study of the themes, structure and style of Chekhov's major short stories and plays. The course will also explore the significance of Chekhov's prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English. (Not Offered 2015-2016)

RUSS B277 NABOKOV IN TRANSLATION

Harte,T.

A study of Vladimir Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is

considered in the context of the Russian and Western literary traditions. All readings and lectures in English. Crosslisting(s): ENGL-B277

RUSS B321 THE SERIOUS PLAY OF PUSHKIN AND GOGOL

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin's and Gogol's shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. The course is taught jointly with Russian 221; students enrolled in 321 will meet with the instructor for an additional hour to study texts in the original Russian. (Not Offered 2015-2016)

RUSS B365 RUSSIAN AND SOVIET FILM CULTURE

Rojavin,M.

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia's films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia's cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.

RUSS B375 LANGUAGE AND IDENTITY POLITICS OF LANGUAGE IN EUROPE AND EURASIA

A brief general introduction to the study of language policy and planning with special emphasis on the Russophone world, the newly independent states of the former Soviet Union. Surveys current theoretical approaches to bilingualism and language shift. Analyzes Soviet language and nationality policy using published census data for the Soviet period through 1989. Focus on the current "language situation" and policy challenges for the renewal of functioning native languages and cultures and maintenance of essential language competencies, lingua franca, both within the Russian Federation and in the "Near Abroad." (Not Offered 2015-2016)

RUSS B380 SEMINAR IN RUSSIAN STUDIES

Davidson,D., Walsh,I.

An examination of a focused topic in Russian

literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 201 and one 200-level Russian literature course.

RUSS B390 RUSSIAN FOR PRE-PROFESSIONALS I

Rojavin,M.

This capstone to the overall language course sequence is designed to develop linguistic and cultural proficiency in Russian to the advanced level or higher, preparing students to carry out academic study or research in Russian in a professional field. Suggested Preparation: study abroad in Russia for at least one summer, preferably one semester; and/or certified proficiency levels of 'advanced-low' or 'advanced-mid' in two skills, one of which must be oral proficiency.

RUSS B391 RUSSIAN FOR PRE-PROFESSIONALS II

Rojavin,M.

Second part of year long capstone language sequence designed to develop linguistic and cultural proficiency to the "advanced level," preparing students to carry out advanced academic study or research in Russian in a professional field. Prerequisite: RUSS 390 or equivalent.

RUSS B398 SENIOR ESSAY

Davidson,D., Walsh,I.

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year.

RUSS B399 SENIOR CONFERENCE

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations, and examinations.

(Not Offered 2015-2016)

RUSS B403 SUPERVISED WORK

RUSS B701 SUPERVISED WORK

Instructor(s): Davidson,D.

SOCIOLOGY

haverford.edu/sociology

The Sociology department helps students learn how to “do sociology” by exposing them to exemplars of what sociology has been and by asking them to study micro and macro aspects of the “social world.” We believe that there are a variety of legitimate ways to “do sociology,” and we do not seek to privilege any one of them. Our individual courses construct arguments for students to consider, develop, and argue against, and they provide the analytical and methodological training students need to formulate theoretical arguments and to evaluate those arguments empirically. We want an active engagement from our students as they find their own points-of-view within the discipline, and we expect a theoretical and methodological rigor and sophistication within the approaches they study and adopt.

The department is small, which allows students to work with a small number of people in depth and to develop a textured way of approaching the social world. Our goals are to facilitate the emergence of each student’s own arguments, allow them to develop their own intellectual agenda, and enable them to approach new, unfamiliar problems (both academic and social) with helpful ideas about their resolution.

Our graduates go on to a wide variety of careers. The analytic, statistical, and methodological skills acquired over the course of studies in sociology are an asset in sectors as different as government, service, education, and business. Our department has an excellent record of placing students in the top graduate programs in sociology.

CURRICULUM

SOCIOLOGY MAJOR REQUIREMENTS

A total of at least eleven courses, including:

- SOCL 155a and 155b (two semesters of Foundations in Social Theory)
- SOCL 215a, ECON 203, or the equivalent (quantitative methods, statistics)
- SOCL 450a and 450b (senior thesis)
- six additional courses in sociology.

Students should consult their advisor about the

possibility of receiving major credit for sociology courses taken at other campuses, including (but not limited to) Bryn Mawr, Swarthmore and the University of Pennsylvania. Normally, the department will grant such credit if the courses enhance the integrity of a program grounded in the Haverford curriculum.

SOCIOLOGY MINOR REQUIREMENTS

A total of at least six courses, including:

- SOCL 155a and 155b (Foundations in Social Theory)
- SOCL 215a (Quantitative Methods, or the equivalent)
- at least three 200 and/or 300 level courses in the department.

Students may take no more than four courses with a single professor.

SENIOR THESIS

The major in Sociology culminates in a year-long senior thesis. When you enroll in one of our courses, you buy into the framework that we have defined. This is the case even if you disagree and argue against that framework and the arguments we make within it. In your senior thesis, we buy into your framework. You undertake a piece of independent research that we view as a “masterwork,” the completion of your apprenticeship. Our task is to facilitate the work you want to accomplish. The year culminates with a presentation of completed theses.

RESEARCH AND OTHER OPPORTUNITIES

There are plenty of resources on campus to fund student research projects, reading seminars, and other initiatives. Our majors receive support from both the Center for Peace and Global Citizenship and the John B. Hurford '60 Center for the Arts and Humanities (haverford.edu/HCAH). The Eastern Sociological Society invites undergraduates to present their work at their annual meeting. We especially encourage seniors to present their thesis work in progress to get feedback, as well as meet people they might want to work with in graduate school.

FACULTY

Mark Gould

Professor

Lisa McCormick (*on leave 2015-16*)

Assistant Professor

Matthew McKeever

Chair and Professor

R. Tyson Smith

Visiting Assistant Professor

COURSES

SOCLH140A001 THE SOCIOLOGICAL IMAGINATION

TBA Department staff

This course introduces students to college level inquiry by way of three fundamental social issues which have direct relevance to our own everyday lives: Medicine and Health, Work and the Economy, and Criminal Justice.; Social Science (SO)

SOCLH150A001 SOCIOLOGY OF IMMIGRATION: IMMIGRATION TO THE U.S.

Matthew McKeever

This course is an introduction to the social, economic, and political aspects of current immigration to the United States. The course begins with an overview of the history of immigration over the past 100 years, and how contemporary immigration differs from earlier eras. The course then explores the major issues of current immigration research in sociology, including demographic change, economic inequality, and assimilation.; Social Science (SO)

SOCLH155A001 FOUNDATIONS IN SOCIAL THEORY

Mark Gould

This seminar provides an introduction to sociology, to the doing of sociology, through an examination of selected major works in the discipline. We use these works as exemplifications of how we might do social theory, not as texts to be criticized. This course is autonomous from Sociology 155b; either semester in the sequence may be taken alone, and either semester may be taken first. Together, the two mesh into a systematically-constructed whole, leading to a more coherent perspective on the accomplishments and future tasks of sociology than either provides alone.; Social Science (SO)

SOCLH205B001 PUNISHMENT AND SOCIAL ORDER

R. Tyson Smith

With over two million people behind bars, the United States has more people incarcerated than any other nation in the world. From an interdisciplinary perspective, this course will examine the social causes and consequences of our society's punitive arrangement.; Social Science (SO)

SOCLH215B001 QUANTITATIVE METHODS

Matthew McKeever

An introduction to the use of statistics in sociological research. Students are required to write a research proposal. Prerequisite: SOCL155 or consent of the instructor.; Social Science (SO); Quantitative (QU)

SOCLH226A001 SOCIOLOGY OF GENDER

R. Tyson Smith

This course analyzes gender as a social arrangement shaped by social interactions, organizations, and institutions. The course analyzes everyday interactions as well as macro-level structures like the economy, religion, and education to understand how they affect notions of gender.; Social Science (SO)

SOCLH244A001 SELF AND SOCIETY

Lisa McCormick

An examination of the historical, cultural, embodied, and interactional contexts in which selfhood is defined, experienced, and enacted. Particular emphasis on the perspectives of symbolic interactionism, social constructionism, and ethnomethodology to analyze the processes and settings in which selfhood is constituted, disrupted, and transformed. Covers core concepts tested in section three of the MCAT2015.; Social Science (SO)

SOCLH257B001 SOCIOLOGY OF THE ARTS

Lisa McCormick

An introduction to sociological perspectives on the arts. Topics include the relationship between art and social structure, the social sources of aesthetic meaning, the social consequences of artistic classifications and representations, the use of art to construct and undermine social boundaries, the social relations of creating, producing, evaluating, and consuming art, the functions of art in everyday life, and the potential for art to promote social change.; Social Science (SO)

SOCLH259B001 THEORIES OF SOCIAL INTERACTION*Matthew McKeever*

In this course, we will examine major theories that seek to explain the foundations of social interaction. These are theories which aim to explain how everyday life is structured and understood by social actors. The main theories we will discuss include dramaturgical theory, symbolic interactionism, social phenomenology, ethnomethodology, and conversation analysis. We conclude the course by reading contemporary authors who seek to build upon these traditions by combining them with other major theoretical strands in sociology; Social Science (SO)

SOCLH298A001 LAW AND SOCIOLOGY*Mark Gould*

An examination of the jurisprudential consequences derived from the sociological reconstruction of micro-economic and philosophical theories; Social Science (SO)

SPANISH

haverford.edu/spanish

The department of Spanish (haverford.edu/spanish) aims to give students a thorough knowledge of the Spanish language and the ability to understand and interpret Spanish, Latin American, and Latino texts and cultures. To accomplish these general goals, the department offers a broad range of courses:

- Elementary and Intermediate language courses (SPAN 001–002, 100, 101, and 102) introduce and develop the basics of the language and emphasize the active use of Spanish for communication and understanding of the cultures that use it.
 - o Language courses in the department require attendance to all classroom sessions and all tutorials, which provide crucial complementary activities and are part of the student's final grade.
 - o Placement test results are mandatory; we expect all students to enroll in Spanish department courses at the level of placement the department determines at the beginning of every academic year. On occasion, we will consider requests by individual students to move to a higher or lower placement level, after close and detailed consultation with the student's advisor, the course instructor, and the department chair.
- Advanced courses at the 200 level in literature, film, culture and civilization, and linguistics introduce significant themes and authors, while further developing Spanish language skills in reading, writing, speaking, and oral comprehension.
- Advanced courses at the 300 level explore in greater depth a specific line of inquiry; a literary, cultural, or historical issue; or a theme in Spanish and Spanish American writing and thought.
- Courses in English, with readings in English or English translation, which aim to bring to a wider audience and across disciplinary boundaries important themes, issues, and accomplishments of the Spanish-speaking world. Examples include SPAN 240 (Latin American and Iberian Cultures), SPAN/COML 250 (Quixotic Narratives), and

SPAN 266 (Iberian Orientalism and the Nation), and SPAN/PEACH 300 (Representations of Violence and Memory in Southern Cone Film and Literature).

CURRICULUM

MAJOR REQUIREMENTS

- Six courses in Spanish and Spanish American literature or film
 - o Of the six required courses, three should be at the 200 level and three at the 300 level (two of these 300 level courses must be taken at Haverford or Bryn Mawr).
 - o Students who qualify by pre-college training or study abroad may substitute 300 level courses for the 200 level offerings.
 - o The program must include at least two courses at the 200 or 300 level that focus substantially on texts prior to 1898.
- The senior seminar, SPAN 490 (two semesters), in which students write a senior essay.

MINOR REQUIREMENTS

- Six courses at the 200 or 300 level. One of the six courses should focus substantially on texts prior to 1898.
- A minimum of one course at the 300 level taken at Haverford or Bryn Mawr.

Students may not count Bryn Mawr courses SPAN B200 (*Temas culturales*) and SPAN B202 (*Introducción al análisis literario*, formally cited at the 100 level) toward major or minor requirements.

LATIN AMERICAN, IBERIAN, AND LATINO STUDIES CONCENTRATION

For a comprehensive study of the cultures of Latin America and Spain, students can supplement a major in one of the cooperating departments (History, History of Art, Religion, Economics, Political Science, Sociology, Anthropology, and Spanish) with coursework specifically related to Latin America or Spain.

The Department of Spanish supervises the Latin American and Iberian Studies Concentration. A student is admitted at the end of the sophomore

year, after submitting a plan of study worked out with his or her major department and meeting the requirements of the concentration.

CONCENTRATION REQUIREMENTS

- Competence in Spanish to be achieved no later than the junior year, demonstrated by the completion of at least one course in Spanish at the 200 level or above.
- Spanish 240 (Latin American and Iberian Cultures at Haverford) or General Studies 145 at Bryn Mawr.
- Four other related courses.
 - o Students must take two concentration-related courses outside their major department.
 - o One of these four courses should be at the 300 level.
 - o Students should consult with their advisors as to which courses are most appropriate for their major and special interests: Some apply more to Latin America, others to Spain, others to U.S. Latinos. Students may use other courses to fulfill this requirement if the student can demonstrate their pertinence to the student's program.
- A paper (at least 20 pages) on Spain, Latin America or U.S. Latino culture.
 - o Students must complete the paper no later than the first semester of the senior year, as part of the work for a course in the student's major or the concentration.
 - o Whenever possible, the student must write the paper while in residence at the College.
 - o The student must submit in advance a proposal for the paper topic, accompanied by a bibliography, for approval by the concentration coordinator. While the options for the topic are open and should reflect the student's interests in a particular discipline, the paper should demonstrate the student's ability to discuss intelligently the history, literature, or social or political thought of Latin America or Spain as it applies to their individual research project.

FIVE-YEAR COOPERATIVE DEGREE PROGRAM

Haverford joins other distinguished colleges and universities in an agreement with the Center for Latin American Studies at Georgetown University to participate in a five-year joint degree program. The cooperative agreement allows undergraduate concentrators in Latin American and Iberian

Studies to pursue an accelerated course of study in a graduate degree. The program offers the highest qualified applicants the opportunity to count four courses from their undergraduate study toward the M.A. program in Latin American Studies at Georgetown University, enabling them to complete the degree in two semesters and one summer.

The five-year B.A.-M.A. program is designed for those students who demonstrate excellence at the undergraduate level. Qualified undergraduates must:

- maintain a minimum GPA of 3.5
- declare an interest in the Cooperative degree program during their junior year
- participate in the Center's summer study abroad program.

During the senior year, candidates apply through the normal Georgetown M.A. application cycle. Students must complete all M.A. prerequisites during their undergraduate education and must have concentrated in Latin American Studies at the undergraduate level.

REQUIREMENTS FOR HONORS

The department invites students it considers qualified to become candidates for honors during the second semester of their senior year. The department expects honors candidates to do superior work in upper-level literature and culture courses (with a 3.7 average). The department awards honors and high honors on the basis of the quality of the senior thesis.

FACULTY

Roberto Castillo Sandoval (*on leave Spring 2016*)
Chair and Associate Professor of Spanish and Comparative Literature

Israel Burshatin

Barbara Riley Levin Professor of Comparative Literature and Professor of Spanish

Aurelia Gómez Unamuno

Assistant Professor

Ana López-Sánchez

Assistant Professor

Graciela Michelotti

Associate Professor

Maura Crowley
Visiting Assistant Professor

Ariana Huberman
Visiting Associate Professor

COURSES

SPANH001A001 ELEMENTARY SPANISH

Ariana Huberman

Development of basic phonetic and structural skills. Greatest emphasis is placed on spoken Spanish, with grammar and written exercises, to develop oral proficiency. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. This is a two-semester course. Both semesters are needed to receive credit. Students must register in the same section in the Spring semester even if the instructor changes. This section and 002B01 reserved for those who have not had Spanish before.; Humanities (HU)

SPANH100A001 BASIC INTERMEDIATE SPANISH

Aurelia Gomez Unamuno

A course for students who have achieved a basic knowledge of Spanish but have limited experience and/or confidence communicating in the language. Students will improve their conversational and writing skills while learning about the ‘realities’ of Spanish-speaking countries. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections.; Humanities (HU)

SPANH101A001 INTERMEDIATE SPANISH

Ana Lopez-Sanchez

Review of conversational skills and grammar and development of writing abilities. Literature readings are combined with materials from magazines, newspapers, and films from Spain and Spanish America. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections.; Humanities (HU); Prerequisite: SPAN002, placement, or consent of the instructor.

SPANH102A001 ADVANCED INTERMEDIATE SPANISH

Roberto Castillo Sandoval

Refinement of writing and communicative skills. Readings are drawn from a variety of literary genres. Students are expected to involve themselves with Hispanic culture in order to

improve and test their ability to use Spanish. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections.; Prerequisite: SPAN101, placement, or consent of the instructor.; Humanities (HU)

SPANH201B001 EXPLORING CRITICAL ISSUES THROUGH WRITING

Ana Lopez-Sanchez

The course aims to provide students with the skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. Students will be engaged in discussions of, and write about topics such as identity, borders and migrations, and manifestations of violence.; Prerequisite: SPAN102, placement, or consent of the instructor.; Humanities (HU)

SPANH203B001 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA

Ariana Huberman

Jewish Gauchos, “Tropical Synagogues,” “Poncho and Talmud,” “Matza and Mate.” This course will examine the native and diasporic worlds described in the apparent dichotomies that come together in the Latin American Jewish Literature. The class will trace the different trajectories of time, space and gender of the Jewish experience in Latin America, where issues of migration, memory and hybridization come to life through poetry, narrative and drama.; Prerequisite: SPAN102, placement, or consent of the instructor.; Humanities (HU)

SPANH206I001 DIGITALLY NARRATING SECOND LANGUAGE IDENTITIES

Ana Lopez-Sanchez

An exploration of the students’ experience abroad and of the subjectivities they develop through their use of a foreign language. Reading of biographical texts by bilingual authors, and articles on the role of language in the construction of the self.; Prerequisite: Studying/interning/living abroad in a non-English speaking country; or consent of the instructor.; Humanities (HU)

SPANH221A001 NARRATING MODERN MEXICO

Aurelia Gomez Unamuno

This course approaches the reconstruction of the nation after the Mexican Revolution and its relevance in foundational narratives. Through literary texts and visual production including the

Mexican Muralism, photography and films, this course analyses the Mexican Revolution and the post-revolutionary process stressing the tensions, contradictions, and debts of the Mexican Revolution to rural sectors including campesino and indigenous groups.; Humanities (HU)

SPANH230B001 MEDIEVAL AND GOLDEN AGE SPAIN: LITERATURE, CULTURE, AND SOCIETY

Israel Burshatin

Humanities (HU)

SPANH240B001 LATIN AMERICAN AND IBERIAN CULTURE AND CIVILIZATION

Ariana Huberman

An interdisciplinary exploration of Latin America and Spain. Topics will include imperial expansion, colonialism, independence, national and cultural identities, and revolution. This course is designed to serve as the introduction to the Concentration in Latin American and Iberian Studies. Course taught in English.; Humanities (HU)

SPANH273B001 THE INVENTION OF PABLO NERUDA: POETICS AND POLITICS

Roberto Castillo Sandoval

This course deals with the principal works of Pablo Neruda's long career as a poet. Close readings of his major poems will be accompanied by an examination of the criticism and reception of Neruda's poetry at different stages of his trajectory. Special attention will be paid to the creation and elaboration of Neruda's image as a poet, cultural icon, and political figure in Chile and in the Spanish-speaking world.; Prerequisite: SPAN 102, placement, or consent of the instructor.; Humanities (HU)

SPANH307A001 TALLER LITERARIO: WRITING SHORT FICTION IN SPANISH

Roberto Castillo Sandoval

A fiction-writing workshop for students whose Spanish-writing skills are at an advanced level. The class will be conducted as a combination seminar/workshop, with time devoted to discussion of syllabus readings and student work. The course will focus on essential matters of craft and technique in creative writing (point of view, voice, dialogue, narrative structure, etc.). Principally, we will be concerned with how stories work rather than what they mean. This perspective can prove a useful lens for reconsidering works long accepted as "great", and a practical method for developing individual styles and strategies of writing.; Humanities (HU)

SPANH312A001 INQUIRING MINDS

Israel Burshatin

Humanities (HU)

SPANH320B001 SPANISH AMERICAN COLONIAL WRITINGS

Representative writings from the textual legacy left by Spanish discovery, conquest, and colonization of the New World. Emphasis will be placed on the transfiguration of historical and literary genres, and the role of Colonial literature in the formation of Latin-American identity. Readings include Columbus, Bernal Díaz, Gómara, Ercilla, Inca Garcilaso de la Vega, Cabeza de Vaca, Sor Juana Inés de la Cruz, and Sig enza y Góngora.; Prerequisite: One 200-level SPAN course or consent of the instructor.; Humanities (HU)

SPANH321B001 MEXICAN NARRATIVES AFTER 1968

Aurelia Gómez Unamuno

The 1968 Mexican student movement, and its tragic repression in Tlatelolco, revealed that the project of modernization, the so-called "Mexican Miracle", as well as the authoritarian political practices of the official party (PRI) could not fulfill social and political demands of the population. Focused on literary texts and films this course examines how the student movement of 1968 changed political and social practices of civil society, how intellectuals responded by addressing issues such as state violence, the youth and generation gap, gender and gay rights, and how contemporary culture revisits the '68 movement after more than 40 years.; Prerequisite: a 200-level SPAN course or consent of the instructor.; Humanities (HU)

SPANH340B001 THE MOOR IN SPANISH LITERATURE

Israel Burshatin

The discourse concerning Spain's Muslims and their descendants: the Moor as other (sensual, fanatical or exemplary but flawed) and as a metaphor of power, from the Christian Reconquest and the expulsion of the Moriscos to Juan Goytisolo's *Reivindicación del conde don Julián*. This course fulfills the "pre 1898" requirement for the Spanish major.; Humanities (HU)

SPANH385A001 POPULAR CULTURE, IDENTITY & THE ARTS IN LATIN AMERICA

Humanities (HU)

WRITING PROGRAM

haverford.edu/writing-program

As a vital part of academic study, personal expression, and civic life, writing merits concerted attention in a liberal arts education. The Writing Program, affiliated with the College Writing Center, encourages students to become rigorous thinkers and writers who can construct arguments that matter, craft prose that resonates with their intended audience, and understand how inextricable writing is from learning.

The Writing Program administers the first-year writing seminars, which all first-year students take. Taught by faculty from across the College, the first-year writing seminars explore a particular theme or field of study while emphasizing writing as a means of inquiry, analysis, and persuasion.

Different seminars extend intellectual inquiry into:

- visual studies
- the interrogation of the literary canon
- Quaker history and ethics; categories of difference (racial, sexual, religious, and national identity)
- medical humanities
- engaged social practice.

The intensive writing seminars (WSI) prepare students who need extra exposure to academic writing.

Seminar topics reflect the range of expertise of the faculty, and small classes encourage close student-faculty interaction. In each course, participants analyze readings, engage in discussion, and work on all aspects of academic writing, frequently in small tutorial groups, from constructing thoughtful arguments to crafting an effective prose style. Students can expect to write frequent, short essays as well as other kinds of informal writing assignments during the semester.

Creative Writing courses are listed under the English Department.

FACULTY

Debora Sherman

Director of College Writing and Assistant Professor of English

Kristin Lindgren

Director of the Writing Center and Visiting Assistant Professor of Writing

Ashly Bennet

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John Hyland

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James Krippner

Professor

Nimisha Ladva

Visiting Assistant Professor of Writing

Emma Lapansky-Werner

Emeritus Professor of History

Jeremiah Mercurio

Visiting Assistant Professor of Writing

Laura McGrane

Chair and Assoc. Prof. of English

Maud McInerney

Associate Professor of English

John Muse

Visit. Asst. Prof. Writing Program

Jaclyn Pryor

Visit. Asst. Prof. of English

Lindsay Reckson

Assistant Professor

Theresa Tensuan

Visiting Assistant Professor of Writing

William Tortorelli

Visiting Asst. Prof. of Classic

COURSES**WRPR 101A 01,02 FINDING A VOICE: IDENTITY, ENVIRONMENT, AND INTELLECTUAL INQUIRY***N. Larda*

This course considers students fluid relationship to identities that they examine, explore, and take on through course materials. We begin by examining how difference is perceived/obscured/challenged and/or bridged in constructions of identity. We then consider how identities exist in the physical environment and how environment affects these identities. In particular, we will look closely at the debate concerning hydraulic gas fracturing, or fracking. Haverford Colleges location in Pennsylvania, home of the Marcellus Shale and location of many fracking sites, makes this topic especially relevant. The different positions that experts have taken in the debate about fracking serve as a model, finally, for students to enter another scholarly debate within an area of interest in a possible prospective major. In this later stage of the course, students try on the identity of a major and examine how to think and write like someone in that prospective major. This course involves significant reading, writing, and research. You will learn how to move between several different kinds of writing: from writing to express yourself to writing to communicate with an audience, to take a position on a written text, to create arguments and counter-arguments, to learn scholarly research skills, to learn interview and presentation skills, and to develop your own voice through your writing and speaking in order to participate more fully in the work of intellectual inquiry. This is a first-semester course with individual tutorials that prepares students for

a second semester writing seminar. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

WRPR 109A PERSPECTIVES ON IMMIGRATION AND EDUCATION IN THE UNITED STATES*B. Hall*

The primary goal of this course is to challenge students as academic readers, writers and thinkers while providing support for continuous growth. We will immerse ourselves in the historical, social, cultural, political, linguistic, and various other contexts of immigration to the United States, with a focus on salient issues relating to k-12 public education. What kinds of experiences, we will ask, have immigrant students had in American schools in the past century? Have schools served this population well? How are schooling and citizenship related? Does public education facilitate or hinder immigrant students in attaining the “American dream” of success and fortune? How do various kinds of educational practice (like bilingual education, English as a Second Language instruction, and contemporary multicultural education) marginalize or empower immigrant students? Readings for the course will include a wide variety of perspectives on these issues, and to that end will include academic articles, ethnographic texts, autobiographical writing, and fiction. This is a first-semester course with individual tutorials that prepares students for a second-semester writing seminar. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

WRPR 118A PORTRAITS OF DISABILITY AND DIFFERENCE*K. Lindgren*

Rosemarie Garland-Thomson writes: “staring is an interrogative gesture that asks what’s going on and demands the story. The eyes hang on, working to recognize what seems illegible, order what seems unruly, know what seems strange.” In this seminar we will explore visual and literary portraits and self-portraits of bodies marked by difference, bodies that often elicit stares. We will ask: What kinds of stories are told about these bodies? How do memoirs and self-portraits by people with disabilities draw on and challenge traditions of life writing and portraiture? How does this work enlarge cultural, aesthetic, and bioethical views of embodiment, disability, and difference? How do portraits of disability engage differences of gender, race, and class?

Our seminar will host a visiting artist who will guide us through a digital self-portraiture project. Through close readings of essays, memoirs, paintings, and photographs, students will hone their descriptive and interpretive skills and develop their ability to craft clear and persuasive arguments. Prerequisite: Open only to first year students as assigned by the Director of College Writing. [Carries credit towards the minor in Heath Sciences.]

WRPR 133B THE AMERICAN WEST IN FACT AND FICTION: CULTURAL LANDSCAPES AND CIVIC IDEAS

E. Lapsansky-Werner

An examination of the imagery of the American West. Using visual and verbal images, this course explores such diverse aspects of the West as cowboys, cartography, water rights, race and social class, technology, religion, prostitution, and landscape painting. . Prerequisite: Open only to first year students as assigned by the Director of College Writing.

WRPR 140A WRPR 140A THE RHETORIC OF ARGUMENT

J. Muse

Polonius: My liege, and madam, to expostulate
What majesty should be, what duty is,
Why day is day, night night, and time is time,
Were nothing but to waste night, day and time.
Therefore, since brevity is the soul of wit,
And tediousness the limbs and outward
flourishes,
I will be brief: your noble son is mad:
Mad call I it; for, to define true madness,
What is't but to be nothing else but mad?
Queen: More matter with less art.

—Shakespeare, *Hamlet*, II.ii.86-93; Polonius to the King and Queen

In this course you will learn how to write clear, concise, and elegant prose, analyze arguments, and compose arguments of your own. A good reader can analyze the logic of an argument, the way it solicits its audience, and the style of its presentation. Similarly, the good writer understands her audience, adopts a style appropriate to the situation, and crafts an argument that establishes grounds for possible agreement. A good writer is a better reader. For example, above, Polonius wastes time saying he won't: "since brevity is the soul of wit / And tediousness the limbs and outward flourishes / I will be brief..." He can't even speak briefly of brevity but lards his own aphorism

with redundant flourishes. If, like Polonius, you present your reader with tedious prose, you present yourself as tedious. And though few occasions warrant such a presentation—Shakespeare here expertly portrays Polonius' lack of expertise—this course will supply you with the means to suit your words to different occasions and the power to read how others in turn both craft themselves and thus either succeed or fail to convince. Prerequisite: Open only to first year students as assigned by the Director of College Writing.

WRPR 150A-01 INTRODUCTION TO LITERARY ANALYSIS: ALL'S FAIR IN LOVE AND WAR

M. McInerney

Throughout most of recorded history, war has been the business of men, while women have served variously as excuses for conflict, prizes for successful warriors, distractions from battle, and embodiments of peace. We will consider various ways in which the tension between love and war has been figured across a range of historical periods, from classical to medieval to modern. Are there constants in the representation of this opposition across time? How do successive authors revise the tropes established by their predecessors? What happens to the theme of love and war as it moves between genres as varied as epic, romance, drama, lyric and novel? By engaging such questions in the context of a course focused on close reading, students will develop their skills as critical thinkers, readers and writers. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing. [Carries credit toward the English major.]

WRPR 150A-03 INTRODUCTION TO LITERARY ANALYSIS: ORIGIN STORIES

T. Tensuan

In this course we will read a range of origin stories -- creation myths, accounts of nation-building, and autobiographies -- that delineate constructions of personal identity, configurations of family dynamics, declarations of national autonomy, and professions of faith. We will begin with Eduardo Galeano's episodic history of the Americas in *Genesis*, the first volume of his epic trilogy *Memory of Fire*; move to and through Homer's *Odyssey* to examine the interrelation between the epic, the mythic, and the domestic; enact Shakespeare's representation of dynasty and disability in *Richard III*; explore Maxine Hong

Kingston's memoir of a girlhood among ghosts in *The Woman Warrior*; and get deep into the gutter – the formal term for the spaces between panels – in Alison Bechdel's "tragicomic" *Fun Home*. Our discussions will be organized around a set of interrelated questions: what role do cultural productions play in establishing institutional and individual ideals and memories? What happens when a work subverts conventional expectations? How do forms such as the epic, the novel, or the graphic narrative frame cultural ideologies and function as sites for cultural change? What is at stake in acts of reading, interpretation, analysis, and critical confrontation?

WRPR 150B-01 DECEPTION, RECOGNITION AND RETURN

L. McGrane

How does one distinguish truth from lies, pretense from authenticity? In this course, we will read texts that depict literal and symbolic journeys to strange, unrecognizable, lands. From Homers epic, *The Odyssey*, to Martin Amis novel, *Times Arrow*, characters struggle with experiences of loss and death, misidentification, temporal distortion, and tentative rediscovery. As we read a variety of works, including tales of deception from Shakespeare, Jonathan Swift, Christina Rossetti, and Melville, we will explore narrative complexities across genres: what literary devices do authors employ to deceive, persuade, and frustrate the reader? And how can students, as writers, co-opt these techniques for their own uses? In intensive small-group tutorials and class discussions, students will hone analytical and writing skills, while navigating the shadowy spaces between fiction and history. Prerequisite: Open only to first year students as assigned by the Director of College Writing. [Carries credit toward the English major.]

WRPR 150B-02 INTRODUCTION TO LITERARY ANALYSIS: READING MADNESS

A. Bennett

Crazy, hysterical, paranoid, sick: this course focuses on literature in which characters acquire such labels by interpreting their surroundings, experiences or symptoms in ways that cause others to question not only their perceptions, but even their sanity. Why are we compelled repeatedly to tell this story? We will pursue this question by considering how such stories function at different historical moments and across various genres, including the Greek

tragedy, the gothic novel, and the horror film.

Our range of texts will include Sophocles' *Oedipus the King*; Shakespeare's *Hamlet*; Henry James's *The Turn of the Screw*; poems by John Keats and Emily Dickinson; stories by Charlotte Perkins Gilman and Vladimir Nabokov; and Todd Haynes's film *Safe*. Across these texts, we will map how labels such as madwoman or madman have been used to mark boundaries of behavior, expression and thought, often related especially to changing conceptions of gender and sexuality. At the same time, we will explore the spaces of reinvention richly rendered in literary presentations of madness—spaces that authors variously discourage or invite us, as readers, to enter. As we reflect on the different ways of acting, interpreting and reading that are portrayed, along with the labels invoked in response, we will also consider our own interpretive practices and standards of evidence, including those of our daily lives and those within the discipline of literary studies. Prerequisite: Open only to first year students as assigned by the Director of College Writing. [Carries credit toward the English major.]

WRPR 150B-03 INTRODUCTION TO LITERARY ANALYSIS: ON MELANCHOLY

B. Parris

This course investigates Melancholy's ambivalent status as creative sign and bodily symptom in literature, philosophy and film. We'll begin by considering ancient Aristotelian and Galenic perspectives on melancholy as both a mark of inspired genius and a harmful bodily surplus of black bile. Our course will then track images of melancholia in drama, poetry and prose that respond to perennial questions raised by this strange condition: by what means does the body affect the soul or the mind? Does aesthetic insight arise from suffering? How do historical understandings of medicine and psychology shape genres of literature, and what is melancholy's contemporary inheritance? Works of literature include Seneca's *Hercules Furens*, William Shakespeare's *Hamlet*, John Milton's *Samson Agonistes*, John Keats' "Ode on Melancholy", Percy Shelley's "Ozymandias" and "Adonais", and Toni Morrison's *Beloved*. We'll also read Sigmund Freud's study, "Mourning and Melancholia" and Eric Wilson's *In Praise of Melancholy* for theoretical orientations. The course concludes with a viewing of Lars Von Trier's

recent film, *Melancholia*. [Carries credit towards the English major.]

WRPR 150B-04 INTRODUCTION TO LITERARY ANALYSIS: TRANSFORMATIONS

J. Pryor

From the humbling of Odysseus in Homers *The Odyssey* to the erosion of gay subculture in Samuel Delanys *Times Square Red, Times Square Blue*, this course examines the literature of transformation. Working with classical and modern texts in a variety of literary genres, this course will ask: How do characters transform in the face of desire, longing, violence, trauma, and loss? How do social structures transform through individual and collective action? We will also track our own transformations over the course of the semester, asking how the practice of reading and writing literature and criticism transforms our senses of self and other. Particular attention will be paid to the politics of identity in the work of transformation, including sexuality, gender, race, and class. Beginning with Homers *The Odyssey*, we will explore the work of transformation in William Shakespeares *Winters Tale*, Mary Shelleys *Frankenstein*, Walt Whitmans *Leaves of Grass*, Zora Neale Hurstons *Their Eyes Were Watching God*, and Samuel Delanys *Times Square Red, Times Square Blue*. We will also look at and experiment with contemporary adaptations of classical works, including film, video, and theater, asking how the meanings of classical works are transformed over time and across various media. Selected short critical readings from Carolyn Steedman, Elizabeth Freeman, and David Eng will offer some interpretive frameworks for us to approach a variety of historical and contemporary themes related to transformation, including the work of mourning, assimilation, biopolitics, and queer and transgender life. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing. [Carries credit towards the English major and the concentration in Gender and Sexuality Studies.]

WRPR 153A THE HISTORY OF HAVERFORD COLLEGE: CONFLICT, CONSENSUS AND THE LIBERAL ARTS

J. Krippner

This course introduces students to the history of Haverford College, with a particular emphasis on controversial moments that have defined the meaning of a Haverford education. What, if anything, makes Haverford College unique?

How has its status as a school of Quaker origin been significant and does that legacy remain relevant today? Finally, what is the purpose of a values-based undergraduate liberal arts college education in the hyper-competitive, debt-fueled and increasingly consumerist educational marketplace found in the United States today? These questions will be central to your intellectual development over the next four years and, hopefully, for the remainder of your lives. By the end of this semester, you will have begun to formulate your own answers. You will also know more about Haverford College than any other members of the class of 2019!

Haverford College is fortunate to have extraordinary resources in Magill Library's Special Collections, including thousands of written documents as well as visual images (paintings, photographs and films) and examples of material culture. Over the course of this semester, we will emphasize the analysis and interpretation of this type of primary source evidence while also reading research and writing guides, secondary sources concerning the history of Haverford College and a recent critique of elite higher education in the United States. In all these ways we shall explore, debate and perhaps even help to create the history of Haverford College.

Given the vast nature of our collection, the writing intensive nature of this course and our time limit of one semester we will have to be selective. Thus, the course will be organized thematically. We will focus on moments of significant debate, conflict and even crisis on campus, when the people who collectively have been the college defined (and redefined) its identity, goals and overall purpose. An underlying premise of the course is that this is an ongoing process you will all contribute to over the next four years and beyond, after you graduate and return to the world beyond the Lancaster Avenue entrance. In addition to enhancing your understanding of the institution you have chosen to join, you will also develop the research, writing and oral communication skills necessary to excel throughout your four years at Haverford College. [Carries credit towards the History major.]

WRPR 156A GOOD GUYS AND GALS? QUAKER IMAGERY IN FICTION

E. Lapsansky-Werner

What have been the literary "uses" of Quaker ideas and images in fiction? How have these

changed over time? Fiction-writers often use codified images such as Biblical characters, landscapes, serpents or other animals, in order to promote a certain mood or sub-text in their readers' minds. And religion is often the overt or hidden agenda for fiction-writers—with the “journey” through life, its concomitant challenges, and the conquest of those challenges bringing the reader to a dramatic conclusion. But Quakers, so few in number (only a few hundred thousand of us in the entire world!) don't show up in fiction very often. This is partly because early Quakers banned the writing and reading of fiction. Yet, as early as 1810, Quakers DO appear in fiction—both as authors and characters. Here on the Haverford campus, with its Quaker heritage and traditions, is housed perhaps the largest collection of “Quaker” novels anywhere in the world—fiction by or about Quakers, often populated with characters whose “Quakerliness” is designed to evoke a certain mood, message, or subtext. For some authors, Quakers became stand-ins for virtue. For others, the Quaker image is of the troublemaker, the nay-sayer, the haughty, unbending zealot. In this course we will read excerpts from an array of Quaker fiction. Then, through class discussions, written essays, and through considering each others' writing, students will explore how commentators have interpreted the meaning of “Quakeriness” in literature.” Though this is not a “history” course per se, students will emerge from the course with sharpened skills in historical inquiry and research. Prerequisite: Open only to first year students as assigned by the Director of College Writing.

WRPR 162B 01, 02 IMMIGRATION AND REPRESENTATION

N. Larda

What does it mean to be an immigrant? What is lost and what is gained in the move from over there to over here? Who decides? In examining the questions raised by acts of migration across borders or countries, we will examine the assumptions that create community and conflict in the immigrant experience both in the US and abroad. We will read essays, short stories, and a novel or two that help showcase the rich diversity of the immigrant experience. To help ground our exploration, we will read theoretical texts that examine how identities are formed and policed across and within communities. The goals of developing critical thinking and writing skills are

central to the course. Reading critically presents many perspectives, which may or may not be like our own. This course seeks to facilitate each class members discovery of their own awareness and relationship to the various perspectives presented explicitly and implicitly in the course materials and activities; the ability to interpret the worldsomething that reading and writing critically calls us to do is a crucial skill both inside and outside the classroom. Success in todays local and global living and working environments depends in large measure on ones ability to interpret, understand, and proactively integrate and negotiate the various aspects of diversity inherent in the human person. Possible readings: *The Absolute True Diary of a Part-time Indian*, Sherman Alexie; *Borderlands/La Frontera*, selections, Gloria Anzaldua; *Twilight Los Angeles*, Anna Deveare Smith; *Mother Tongue*, by Amy Tan; *Woman Warrior*, Maxine Hong Kingston; *Notes of a Native Speaker*, Eric Liu; Nelson Mandela, *Black Man in a White Court*; Nadine Gordimer, *Where Do Whites Fit In?*; *Imaginary Homelands*, Salman Rushdie (selection); *Black Skin/White Masks*, Franz Fanon (selection); *Representation*, Stuart Hall, et al., (selection); essays on writing, to be selected. . Prerequisite: Open only to first year students as assigned by the Director of College Writing.

WRPR 164A 01, 02 PEACE TESTIMONIES IN LITERATURE AND ART

J. Foster

In Virginia Woolf's reading scrapbooks, compiled for her extensive pacifist project that includes the peace pamphlet *Three Guineas*, there is pasted a typed-out excerpt called *War and Writers* that addresses the interconnection between writing and political activism, between literature and the production of society. The writer, this passage argues, has a major responsibility to society because he or she can shape the consciousness of the people. Therefore, it is the writers job, *War and Writers* argues, to spread the spirit of peace. Thinking across the humanities, this course undertakes a study of the way in which writers, activists, and artists have utilized art and literature to spread the spirit of peace. It explores the peace testimonies embedded in literature and art. Peace Testimony is a Quaker term, signifying a lived action that manifests an inner belief. Investigating the relationship between belief and action, we will trace the way in which art and literature performs and promotes pacifist

philosophies. Through the study of Muriel Rukeyser's poetics, Virginia Woolf's writings, Pablo Picasso's paintings, and the Quaker relief effort during the Spanish Civil War, this course will begin uncovering the lost histories of pacifist thought and examine how artists, writers, and activists worked together to imagine and create a world without war. We will also consult thinkers such as Judith Butler and Jean-Paul Sartre to think through notions of responsibility, social engagement, and ethics. In addition to frequent smaller writing assignments and several formal essays, students are asked to participate regularly in class and give a 10-minute presentation.

Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing. [Carries credit towards the concentration in Peace, Justice and Human Rights.]

WRPR 167B GLOBALIZATION IN THE 21ST CENTURY

B. Hall

We will define and explore global interconnectedness from multiple disciplinary perspectives - political, economic, etc. - but will focus primarily on various complex social and cultural dimensions of globalization including local/global tensions, Westernization, cultural borrowing, cultural imperialism, cultural exploitation, tourism, and pop culture (music, movies, etc.), as analyzed in ethnographies set in various locations around the world. Most of these locations will be outside the US, and we will include a particular case study of Japan. We will consider questions like: Is there a global village? How does the nation-state matter both more and less in a globalized world? How does globalization impact existing socioeconomic inequalities? Who benefits from increasing global interdependence and who does not, and why.

Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

WRPR 168B MADNESS AND WINE IN CLASSICAL LITERATURE

W. Tortorelli

The ancient Greeks founded Western Civilization as an exercise of reason and rationality, but their writings show an equal fascination with the irrational: for every Apollo a Dionysus. Their poetry, their religion, their philosophies...all pay equal honor both to reason and to madness and intoxication. This course will sample some foundational Western writings on madness

in order to examine this apparent paradox. A close reading of Plato's *Phaedrus* will inform our exploration of the fragmentary poets of the archaic period in order to understand the complexity of the ecstatic experience. Nietzsche's false Apollonian/Dionysian dichotomy will be deconstructed in our readings of Athenian tragedy. We will consult scientific theories of mental illness and the effects of psychoactive intoxicants. Topics to be discussed will include the importance of wine in Greek and Roman culture, the role of irrational thought in Greek mythology, the Eleusinian cult mysteries, the roots of drama in Dionysian religious observance, and the presence of madness at the heart of all personal poetry. **Prerequisite:** Open only to members of the first-year class as assigned by the Director of College Writing. [Counts towards the major in Classical Culture and Society.]

WRPR/PEAC 169A 01, 02 IMAGINING OTHER FUTURES: ART, POETRY, AND SOCIAL CHANGE

J. Hyland

In *Art as Experience*, John Dewey observes that, "resistance and conflict have always been factors in generating art" and that, furthermore, they are "a necessary part of artistic form." This seminar will take its cue from Dewey and consider how the expressive arts can be much more than mere decoration or delightful diversion. Investigating the ways that poets and artists have responded—and continue to respond—to acts of injustice, instances of violence, and regimes of social oppression, we will examine a range of topics, including socially engaged art and poetry in performance, and seek to make sense of the complex relationship between politics, poetics, and aesthetics. We will explore expressive forms in the social justice struggles of a range of global communities, remaining attentive to various lines of identity and difference and engaging a range of questions, such as: Do the expressive arts have the power to enact social change? Why are the arts often dismissed as insignificant to political discourse? How might the expressive arts become more integral to our public lives? How do they sustain dominant cultural formations and maintain social inequalities? In responding to these (and other) questions, we will learn how to speak, write, and think about the entanglements of art, poetry, and politics. **Prerequisite:** Open only to members of the first-year class as assigned by the Director of College Writing.

[Carries credit towards the concentration in Peace, Justice and Human Rights.]

WRPR/PEAC 170B 01, 02 ON (NON)VIOLENCE

J. Foster

As the writer Gene Sharp has detailed... nonviolent resistance has a long history. It is not a history that is taught in schools, which, after all, are largely state institutions. It is, for the most part, not a history of political leaders engaged in glorious exploits. Instead it is the expression of people asserting their dignity against the violence that seeks to warp or derange them. —Todd May, “The Dignity of Non-Violence,” On Violence Unless we can think peace into existence we—not this one body in this one bed but millions of bodies yet to be born—will lie in the same darkness and hear the same death rattle overhead. —Virginia Woolf, “Thoughts on Peace in an Air Raid”

This course considers theories of non-violence and begins the work of building vocabularies for peace. In an age of perpetual war, the ethical request compelled by the other’s very vulnerability to “think peace into existence” presents a political, philosophical, and moral challenge that our itinerary seeks to address. Encountering thinkers such as Hannah Arendt, Virginia Woolf, and Judith Butler, we will interrogate the nature, effects, and sources of violence. We will study past and present pacifist actions that develop nonviolent philosophies, particularly the Quaker Peace Testimony, Gandhi and the Indian National Congress, and Martin Luther King, Jr. and the Civil Rights Movement, and Art Works Projects For Human Rights. We will question the ethics of bearing witness to catastrophes wrought at the hands of humans and reproducing the images of war by consulting Susan Sontag’s *Regarding the Pain of Others*, and consider the ways in which contemporary thinkers, artists, and activists are working for peace today. In addition to frequent smaller writing assignments and several formal essays, students are asked to participate regularly in class and give a 10-minute presentation, to and participate in any digital humanities and collaborative scholarly work in which the class engages.. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing. [Carries credit towards the concentration in Peace, Justice and Human Rights.]

WRPR 171B TRUTH AND TECHNO-IDENTITY: DIGITAL AUTO/BIOGRAPHIES

J. Mercurio

In an essay titled “The Critic as Artist” (1891), Oscar Wilde asserts that: “Man is least himself when he talks in his own person. Give him a mask and he will tell you the truth.” Wilde’s observation remains relevant today—perhaps even more so in an era of digital communication and networked identities. In fact, differentiating our identities from the online masks we wear has become increasingly difficult. In this seminar, we will examine various platforms for textual and multimedia self-representation (e.g., Facebook, LinkedIn, and Instagram) to uncover some of the ways through which we communicate the “truth” about ourselves in each of these environments. At the same time, we will interrogate what constitutes truth in these settings through a series of critical readings by Jaron Lanier, Sherry Turkle, Eli Pariser, Judith Butler, Sidonie Smith, Stuart Hall, and others—exploring theories of identity, performance, narrative, anonymity, and celebrity, and investigating which technological, legal, and cultural factors contribute to our self-understanding both online and off. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

WRPR 172B 01, 02 ECOLOGICAL IMAGINARIES: IDENTITY, VIOLENCE, AND THE ENVIRONMENT

J. Hyland

This course interrogates how representations and imaginings of the environment are inseparable from issues of social justice. It will therefore begin by turning to those people arguably most severely affected by global climate change: the poor whose jobs are often based on weather, who are usually hit the worst by “natural” disasters such as hurricanes, and who are almost always displaced by the forces of global capital flows. We will go on to examine ideas and issues such as “eco-collapse” (the notion of the planet’s total destruction), wilderness and wildness, the politics of water, “queer ecologies,” food justice, urban farming, and the possibilities of an “eco-criticism of color.” Considering how literature and art imagine and engage the environment in an effort to address questions of social equality and human rights, this course explores and investigates a range of topics and issues that arise from the intersection of racism, sexism, imperialism, globalization, and the environment. Prerequisite: Open only to members of the first-year class

as assigned by the Director of College Writing.
[Carries credit towards the concentration in Environmental Studies.]

**WRPR 173A 01, 02 TRANSNATIONAL CROSSINGS:
REPRESENTATIONS OF THE BERLIN WALL IN
AMERICAN CULTURE**

P. Farber

During the Cold War, the Berlin Wall was the world's most notorious line of demarcation. From 1961–1989, the fortified border not only separated East and West Berlin, but it also surrounded the allied zones, including the American sector. Divided Berlin became a global epicenter for Americans as a site of ideological conflict, military occupation, and artistic experimentation. Hundreds of American artists felt compelled to visit Berlin and produce work on both sides of the Wall. Despite its stark border, the city served as a focal point of cultural exchange between Germans and Americans. While many Americans traveled to post-World War II Paris for their own imposed exile in Europe, or formulated perspectives on the complexities of domestic culture while driving interstate on the American open road, the divided city of Berlin was another popular option for Americans seeking critical distance. American cultural producers – such as Leonard Freed, Langston Hughes, Angela Davis, Audre Lorde, Keith Haring, and many others – have returned to the Berlin Wall to ponder political borders worldwide and social boundaries back in the United States, especially those connected to matters of race, gender, sexuality, class, and national belonging. In addition to exploring the wall, they also pursued projects in Berlin with German colleagues that led them to engage with post-Holocaust Jewish trauma, radical political communities, diasporic identity, queer culture, and other historical manifestations of division. Since 1989, after the dismantling of the wall and reunification of Germany, intrigue and investment in narratives about the wall continue to circulate meaningfully in American culture. Transnational Crossings views the Berlin Wall as an evolving site and symbol of division and transformation. Each week, we will read texts – including historical accounts, cultural critiques, and artistic works – in order to produce weekly writing assignments. We will also pursue writing, collaborate with artists, and explore ideas through the campus gallery's exhibition, *The Wall in Our Heads: American Artists and the Berlin*

Wall

, opening in October. At the end of the term, we will produce a final project to reflect on social boundaries in the United States as well as the complex historical crossroads of Berlin. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

**WRPR 174B 01, 02 PHILADELPHIA FREEDOMS:
CULTURAL LANDSCAPES AND CIVIC IDEALS**

P. Farber

Philadelphia, founded by William Penn in 1682, was originally envisioned as a concept city for freedom, toleration, and justice. Since then, the city has exemplified revolutionary thought, cultural ideals, and nation building. However, the dualities of freedom and repression, social ideals and harsh realities, have also shaped the city throughout its history to the present day. Currently, Philadelphia's identity as a 21st century cultural destination has been marked by recent regrowth and economic revival, alongside long standing crises in education, urban violence, and economic injustice. How do Philadelphians balance the deep imprint of venerated core ideals with such ongoing challenges? What is the relationship between Philadelphia's founding ethos and its layered built environment? How can the city embody the ethical dilemmas and conceptual possibilities for broader debates about contemporary civic ideals?

Philadelphia Freedoms spans the history of the city, in order to trace how the city's founding principles have manifested in the lived experiences of its residents over many generations. Each week, we will read texts – including historical accounts, cultural critiques, and artistic works – in order to produce weekly writing assignments, a group project with a local arts organization, and several documentary field trips that reveal and review the city's complex layers. We will also pursue writing and explore ideas in the Quaker archives at Haverford College's Special Collections, online maps through OpenDataPhilly, and in conjunction with the City of Philadelphia Mural Arts program. At the end of the term, each student will work individually toward a final writing project that will consist of a close study of one street or intersection of the city around course themes, which in turn will populate a class-produced critical atlas of Philadelphia. Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing.

FACULTY

haverford.edu/faculty

PRESIDENT AND PROVOST

Kimberly W. Benston, *President and Francis B. Gummere Professor of English*
B.A., M.A., M.Phil., and Ph.D., Yale University

Frances Rose Blase, *Provost and Associate Professor of Chemistry*
B.A., University of Pennsylvania; Ph.D., Bryn Mawr College

EMERITI

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ACTIVE

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Licence de Lettres, Université du Bénin, Lomé (Togo); M.A. and Ph.D., Universität Bayreuth

Ingrid Arauco, *Chair (fall semester) and Professor of Music*
B.A., Goucher College; M.A. and Ph.D., University of Pennsylvania; DEA, Université de Paris IV–Sorbonne, France

Markus Baenziger, *Associate Professor of Fine Arts*
B.F.A., Parsons School of Design; M.F.A., Yale University

Richard Ball, *Associate Professor of Economics*
B.A., Williams College; M.S., Michigan State University; Ph.D., University of California, Berkeley

Laura Been, *Assistant Professor of Psychology*
B.A., University of Michigan; M.A., Georgia State University; D. Phil., Georgia State University

Elizabeth T. Beazley, *Assistant Professor of Mathematics and Statistics*
B.S., Washington & Lee University; M.S., University of Chicago; Ph.D., University of Chicago

Carola Binder, *Assistant Professor of Economics*
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Marilyn Boltz, *Professor of Psychology*
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Lynne Butler, *Professor of Mathematics and Statistics*
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A.B., Mount Holyoke College; A.M. and Ph.D., Brown University

SENIOR STAFF

haverford.edu/president/governance/senior_staff.php

The Senior Staff comprises the leadership of each of the College's organizational divisions. As a group, it oversees the administrative policies of the College and serves as the president's cabinet. The Senior Staff supports the president in setting strategic direction for the College, prioritizing and implementing administrative initiatives, and administering the annual operating budget.

Kim Benston

President

The Provost is the chief academic officer of the College, with oversight of the Faculty, the curriculum, general education, faculty research, the three Academic Centers, the Library, and all other academic and instructional support services. Kim came to Haverford from a teaching post at Yale in 1984. His scholarly interests range from Shakespeare to African-American literature to critical animal studies. Kim was Director of the Hurford Center for Arts and Humanities at Haverford from 2002-2005 and 2007-2009.

Fran Blase

Provost and Professor of Chemistry

The Provost is the chief academic officer of the College, with oversight of the Faculty, the curriculum, general education, faculty research, the three Academic Centers, the Library, and all other academic and instructional support services. Blase has taught at the College for the past 24 years and, for the last two, has been associate provost for curricular development and support during President Benston's term as provost.

Mike Casel

Chief Investment Officer

The Chief Investment Officer has specific oversight of the College's endowment in collaboration with the Investment Committee of the Board of Managers. Prior to arriving at the College in 2007, Mike Casel held several senior investment management positions, and has over 18 years of experience in the investment industry. He holds the Chartered Financial Analyst and Chartered Alternative Investments Analyst designations and was named a Rising Star of Endowments and Foundations in 2009. He is also Chair of the Investment Committee at American Friends Service Committee in Philadelphia.

Martha Denney

Dean of the College

The Dean of the College is the chief student affairs officer and works to support the College's academic goals and the co-curricular life that undergirds them. Because of its unusual history as both an academic and student affairs office, the Dean of the College's office embraces three sets of responsibilities: academic advising; provision of academic policies and programs; and co-curricular and student affairs, including Residential Life, the Office of Academic Resources, the Center for Career and Professional Advising, Athletics, Health Services, and Counseling & Psychological Services. Martha Denney served as Assistant Dean of Students for International Affairs, Director of Off-Campus Study and Academic Affairs, and Associate Dean of the Faculty at Colby College. Before coming to Haverford in 2009, she was at Georgetown University, where she was Associate Dean and Director of the Undergraduate Program at the Edmund A. Walsh School of Foreign Services.

Steve Fabiani*Associate CIO and Interim Co-CIO*

The Chief Information Officer provides the vision and strategy for information technology in support of the mission of the College. The CIO also oversees a service-oriented IT organization, Instructional & Information Technology Services (IITS), which supports all of the college's academic, administrative, client-service and infrastructure needs. Steve came to Haverford in 2010. He served for four years as Executive Director of Academic Computing at La Salle University and, prior to that, eight years directing learning space technology and technology training in the University of Pennsylvania's central Information Systems and Computing division.

Ann West Figueredo '84*Vice President for Institutional Advancement*

The Vice President for Institutional Advancement, working closely with the President, the Board of Managers, the Corporation, and other key volunteers, oversees Alumni Relations, Development, and Advancement Services at Haverford. Prior to coming to Haverford in 2008, Ann had a 20+ year career in senior roles in Fortune 500 companies and not for profit Board leadership. Ann graduated from Haverford College Class of 1984 and earned her MBA from Columbia School of Business in 1989.

Spencer Golden '81*Director of Enterprise Systems and Interim Co-CIO*

The Chief Information Officer provides the vision and strategy for information technology in support of the mission of the College. The CIO also oversees a service-oriented IT organization, Instructional & Information Technology Services (IITS), which supports all of the college's academic, administrative, client-service and infrastructure needs. Prior to arriving at the College in 2011, Spencer had a 25+ year career in executive roles at information technology consulting firms. Spencer graduated from Haverford College Class of 1981 and earned his MBA from the Wharton School at the University of Pennsylvania in 1985.

Jess Lord*Dean of Admission and Financial Aid*

The Dean of Admission and Financial Aid oversees all aspects of student admission and aid, including recruitment, application review, and enrollment. The Dean is also responsible for working with senior leadership and constituencies on the evaluation and development of admission and aid policies. Before arriving at Haverford in 2005, Jess worked in admission at Pomona College and Brown University. Jess is also a member of the Haverford Corporation and the Advisory Committee of the Corporation.

Jesse Lytle*Chief of Staff and Secretary to the Board of Managers*

The Chief of Staff represents the President and the College on wide ranging business and is the administrative lead in the Office of the President, serving as Secretary of the Board of Managers and Assistant Secretary of the Corporation, as well as Chief Sustainability Officer. The Chief of Staff plays a lead role in institutional planning and assessment and oversees the Office of Institutional Research. Before coming to Haverford in 2012, Jesse Lytle held administrative, research, and teaching roles at Amherst College, the University of Pennsylvania, and Mount Holyoke College.

Chris Mills '82*Assistant Vice President for College Communications*

College Communications manages internal and external messaging and communications. Internal clients include all departments with the exception of Athletics; platforms include the main and academic websites and printed material, from catalogs and brochures to posters and invitations. The AVP also functions as the College's spokesperson and collaborates on strategic messaging with senior leadership, including the Board of Managers. Chris Mills '82 was a journalist before returning to the

College in 2007. His online and television work has been honored with multiple awards, including Emmys for films such as the “Black Hawk Down” documentary that aired on CNN.

Mitchell Wein

Vice President for Finance, Chief Administrative Officer and Treasurer, The Corporation of Haverford College

The Vice President for Finance and Chief Administrative Officer serves as the chief financial and chief operating officer of the College and oversees a number of the business, financial and operating functions of the institution, including Human Resources, Accounting and Financial Services, Facilities Management, Campus Safety, Conferences and Events, Dining Services, Budgeting, Purchasing, Bookstore and various auxiliary activities. Prior to joining Haverford, Mitch Wein spent seven years as Vice President for Finance and Administration, Treasurer at Lafayette College after having worked in the private sector for twenty years, largely serving colleges and universities as a Managing Director with UBS Investment Bank/UBS PaineWebber and PNC Capital Markets. Mitch earned his MS and BS degrees from Carnegie Mellon and Arizona State universities. In 2015, he was elected to the Board of Directors of the National Association of College and University Business Officers (NACUBO).

DISTINGUISHED VISITORS

2014-15

Ziad Abu-Rish, *Assistant Professor of History, Ohio University*

Ferrer Ada, *Professor of History, New York University*

Anne Balay, *Independent Scholar and Author*

Illisa Barbash, *Filmmaker, Curator of Visual Anthropology, Peabody Museum at Harvard University*

Kathryn Bond Stockton, *Distinguished Professor of English, University of Utah*

Anne Bowler, *Associate Professor and Associate Chair, Department of Sociology and Criminal Justice, University of Delaware*

Laurence Brahm, *Global activist, author and chief economist of the New Earth Institute*

Justin Broackes, *Professor of Philosophy, Brown University*

Peter Brown '61, *Professor, McGill University School of Environment*

Lucien Castaing-Taylor, *Filmmaker, Professor of Visual Arts and Anthropology, Department of Visual and Environmental Studies, Harvard University*

Edward P. Comentale, *Professor of English, Indiana University*

Brian Conlon, *Senior Research Scientist, Northeastern University*

Alexander Denr, *Associate Professor, The George Washington University; Associate Editor of the Journal Anthropological Quarterly*

Roxanne Dunbar-Ortiz, *Professor Emeritus, Department of Ethnic Studies, California State University, East Bay*

Lauren Ekue, *Novelist, writer and freelance journalist*

Emmanuel Owusu Bonsu, *Mensa Ansah FOKN Bois, Independent filmmakers, artists, musicians*

Helene P. Foley, *Professor of Classics, Barnard College*

Sergey Fomin, *Robert M. Thrall Collegiate Professor, Department of Mathematics, University of Michigan*

Alison Frand, *David Geffen School of Medicine, Department of Biological Chemistry, UCLA*

Lessie Jo Frazier, *Associate Professor of American Studies and Gender Studies, Indiana University, Bloomington*

Nicholas Gaskill, *Assistant Professor of English, Rutgers University*

Avery Goldstein, *David M. Knott Professor of Global Politics and International Relations, University of Pennsylvania*

Corinne Goria, *Counsel, Immigration and Nationality Law*

Maureen Gosling, *Independent Filmmaker*

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Bassam Haddad, *Associate Professor in the Department of Public and International Affairs, George Mason University*

David Hartsough, *Executive Director, Peaceworkers*

Tyson Hedrick, *Associate Professor Department of Biology, North Carolina State University*

Rebecca Herman, *Senior Education Policy Researcher and Chair in Education Policy Research, Rand Corporation*

Scott Hightower, *Adjunct Professor, New York University, Gallatin School*

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