

# ACADEMIC CATALOG

## 2017-18



HVERFORD  
COLLEGE



# ACADEMIC CALENDAR

## Semester I (Fall 2017)

Wednesday, August 30	First-year and transfer students arrive
Saturday, September 2	Residence halls open for returning students
Monday, September 4	Labor Day—classes not in session
Tuesday, September 5	Classes begin at Haverford, Bryn Mawr, and Swarthmore; Registration begins
Friday, September 8	Last day to uncover Pass/Fail courses from previous semester
Wednesday, September 13	Final academic verification at Haverford and Bryn Mawr; Registration ends
Friday, September 22	Last day to request Pass/Fail, First Quarter courses only; Last day to drop a credit at Haverford and Bryn Mawr
Friday, October 13	Last day to request Pass/Fail, full semester courses only; fall break begins at 4:00 p.m.
Monday, October 23	Classes resume at 8:30 a.m.
Friday, October 27	First quarter classes end
Monday, October 30	Second quarter class begin
Friday, November 3	Faculty reports of concern to CSSP due; Petitions to CSSP due
Friday, November 3–5	Family and Friends Weekend
Monday, November 6	Pre-Registration for spring semester begins
Wednesday, November 8	Last day to drop second quarter class
Friday, November 17	Last day to request Pass/Fail, second quarter courses only
Wednesday, November 22	Pre-Registration for spring semester ends
Monday, November 27	Thanksgiving break begins at 4:00 p.m.
Friday, December 15	Classes resume at 8:30 a.m.
Saturday, December 16–17	Classes end at Haverford; optional Reading Day; All papers (except those in lieu of exams) due
Monday, December 18–22	Reading Period
Friday, December 22	Final Examination Period
Tuesday, January 2	Semester ends at 12:00 noon; Final Examinations due at 12:00 noon
	Final grades due in Registrar's Office by 12:00 noon

## Semester II (Spring 2018)

Monday, January 15	Martin Luther King Day; classes begin at Swarthmore
Monday, January 22	Classes begin at Haverford and Bryn Mawr; Registration begins
Friday, January 26	Last day to uncover Pass/Fail courses from previous semester
Wednesday, January 31	Final academic verification at Haverford and Bryn Mawr; Registration ends
Friday, February 9	Last day to request Pass/Fail, First Quarter courses only; Last day to drop a credit at Haverford and Bryn Mawr
Friday, March 2	Last day to request Pass/Fail, full semester courses only
Friday, March 9	First quarter classes end; spring break begins at 4:00 p.m.
Monday, March 19	Classes resume at 8:30 a.m.; second quarter classes begin
Friday, March 23	Faculty reports of concern to CSSP due; Petitions to CSSP due
Wednesday, March 28	Last day to drop second quarter class
Friday, April 6	Last day to request Pass/Fail, second quarter courses only
Monday, April 9	Pre-Registration for fall semester begins
Friday, April 20	Pre-Registration for fall semester ends; Major Declaration Forms due in Registrar's Office; Returning students' Financial Aid Applications due
Friday, May 4	Classes end at Haverford and Bryn Mawr; all papers (except those in lieu of exams) and lab notebooks due
Saturday, May 5–8	Reading Period
Monday, May 7–9	Senior Comprehensive Exams
Wednesday, May 9	Final Examination Period Begins
Saturday, May 12	Final Examinations for seniors due at 5:00 p.m.
Monday, May 14	Senior Grades due in Registrar's Office by 5:00 p.m.
Friday, May 18	Semester II ends at noon; Final Examinations for non-seniors due at noon
Saturday, May 19	Commencement at Haverford College—10:00 a.m.; Commencement at Bryn Mawr College
Friday, May 25	Final grades due in the Registrar's Office by 12:00 noon
Friday, June 1–3	Alumni Weekend

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# MAJORS, MINORS, AND CONCENTRATIONS

Students are required to declare a major during their fourth semester at the College. Students are not required to have a minor or a concentration, and they may pursue as many of them as is consistent with completing one major, fulfilling distributional requirements, and earning at least 32 credits overall within the eight semesters they are allotted for the completion of their degrees.

## **Majors**

Anthropology  
Astronomy  
Astrophysics  
Biology  
Chemistry  
Classical Culture and Society  
Classical Languages  
Comparative Literature  
Computer Science  
East Asian Languages & Cultures  
Economics  
English  
Fine Arts  
French and Francophone Studies

German and German Studies  
Greek  
History  
Latin  
Linguistics  
Mathematics  
Music  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Sociology  
Spanish

## **Minors**

Anthropology  
Asian Studies  
Astronomy  
Chemistry  
Chinese Language  
Classical Culture and Society  
Comparative Literature  
Computer Science  
Economics  
Education  
Educational Studies  
Environmental Studies  
Fine Arts  
French and Francophone Studies  
Gender and Sexuality Studies  
German and German Studies

Greek  
Health Studies  
Japanese Language  
Latin  
Linguistics  
Mathematics  
Music  
Neuroscience  
Philosophy  
Physics  
Psychology  
Religion  
Sociology  
Spanish  
Statistics  
Visual Studies

## **Concentrations**

African and Africana Studies  
Biochemistry  
Biophysics  
Computer Science  
Educational Studies  
Gender and Sexuality Studies

Latin American, Iberian, and Latino Studies  
Mathematical Economics  
Middle Eastern and Islamic Studies  
Peace, Justice, and Human Rights  
Scientific Computing

## **Programs at Bryn Mawr College**

Haverford students may choose to pursue any major or minor offered at Bryn Mawr College. The following programs are available exclusively at Bryn Mawr; see the relevant chapter in this catalog for detailed information.

Arts Program (Creative Writing, Dance, Theater)  
Child and Family Studies  
Classical and Near Eastern Archaeology  
Film Studies  
Geology  
Growth and Structure of Cities

Hebrew and Judaic Studies  
History of Art  
Italian and Italian Studies  
Museum Studies  
Romance Languages  
Russian

# 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

# 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 that 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.

For an interactive look at Haverford's history, visit [haverford.edu/about](http://haverford.edu/about).

## ACADEMIC LEADERSHIP

### President

Kimberly Benston

### Provost

Frances Blase

### Dean of the College

Martha Denney

For detailed biographies and a full list of Senior Staff, please visit [haverford.edu/president/governance/senior-staff](http://haverford.edu/president/governance/senior-staff).

# ACADEMIC REGULATIONS

# ACADEMIC REGULATIONS 2017-18

## REQUIREMENTS FOR THE DEGREE

### 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. Haverford's degree requirements seek to accomplish these objectives through breadth of study (as embodied in general education requirements) and depth of study (as embodied in the departmental major requirement).

The following General Education requirements apply to all current Haverford College students, including those who matriculate in Fall 2017. New General Education requirements will be implemented in the next academic year and apply only to students who matriculate in Fall 2018 and beyond.

### 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 it must be taken by all first-year students. Writing seminars are courses that integrate writing instruction with scholarly 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 globalized world. Furthermore, 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 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:

- One full year of language study in one language at the level in which the student is placed by the appropriate Haverford language department; or
- Language study in a course conducted under Haverford's approved Study Abroad Programs, and as certified in advance by the chair of the relevant language department at either Haverford or Bryn Mawr or by the Educational Policy Committee (EPC) when the language has no corresponding department at either Haverford or Bryn Mawr; or
- Language study in a summer program administered by Bryn Mawr 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

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requirement, and language courses do not satisfy the divisional requirement.

### **Divisional Requirement**

In addition to fulfilling the writing and 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 must be represented within 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 their 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 is enormous. 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 that focuses on quantitative reasoning. Quantitative courses provide experience in some of the following:

- Elementary statistical reasoning;
- Other widely applicable types of mathematical reasoning;
- Working with, manipulating, and judging the reliability of quantitative data;
- Generating and understanding graphical relationships;
- Representing theoretical ideas in mathematical language and using mathematics to obtain concrete numerical predictions about natural or social systems.

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 their 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 plan 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:

- Acceptance is automatic with an earned average of 2.7 or above in preliminary courses in the department concerned;
- 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;
- Acceptance is rare but may be contingent upon further work in the department if the average falls below 2.0;
- 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 their major declaration form approved 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, with the proper permissions, at Swarthmore College.

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

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

To avoid undue specialization in a major program, 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:

- The limitation does not apply to certain majors at Bryn Mawr College;
- The limitation does not apply to majors in the Classics Department;
- 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;
- 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 required outside the majors will depend on the total number of credits required by the two majors.

### Credit Requirement

To graduate from Haverford, a student must complete 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 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 Maturité, 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.

### Independent Majors and Double Majors

Students with a minimum cumulative grade point average of 3.50 may propose the design of an independent major. Such majors must have the approval of the Committee on Student Standing and Programs (CSSP); interested students are encouraged to consult the CSSP web pages for additional information regarding the independent major option. 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

## ACADEMIC REGULATIONS 2017-18

single thesis option may be undertaken only with the written agreement of both departments.

### **Minors**

Disciplinary and Interdisciplinary minors, consisting of six to seven courses, are currently offered in various fields at Haverford as listed elsewhere in this catalog, and are described in detail under the headings for individual departments and programs.

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

### **Areas of Concentration**

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. The areas of concentration that are currently available are listed elsewhere in this catalog, and are described in detail under the headings for individual departments and 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.

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.

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

### **Independent Minors and Concentrations**

As with majors, students may propose to 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); interested students are encouraged to consult the CSSP web pages for additional information regarding independent areas of concentration and minors.

### **Physical Education Requirement**

The physical education requirement does not carry academic credit, but all students at Haverford are required to fulfill it 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 is 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 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 students take no more than one course in any department in either semester of the first year at Haverford. For the same reasons, sophomores are strongly encouraged to take no more than two courses simultaneously in any one department.

### **Registration 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 generally 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 the

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consent of their faculty advisor, students may enroll or preregister for five credits in a given semester. Enrollment in more than five credits requires the approval of both their advisor and their dean.

Students who wish to carry fewer than four credits in a semester but do 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 must seek approval from their 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 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;
- 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, and a "O.O," if failed; a failing grade will be automatically factored into the student's cumulative GPA, whereas a grade of "P," if left uncovered, will have no impact on a student's GPA. 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 their GPA; students must nevertheless earn a passing grade (1.0 minimum) in order to earn a letter grade of P, otherwise they will fail and be assigned a numerical grade of O.O.

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 their advisor. When the instructor of the course is the student's advisor, the student must obtain approval from their dean.

All courses taken Pass/Fail may be converted to a numerical grade if a student chooses to uncover the numerical grade on their 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 semester.

Additional limitations upon the Pass/Fail option:

- Neither the First-Year Writing Seminar nor courses taken on Haverford's approved study abroad programs may be taken Pass/Fail;
- 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;
- 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.
- Students may register for a cumulative total of four Pass/Fail course credits over the course of their careers at Haverford. Every course taken Pass/Fail will count toward the total of four Pass/Fail course-credit allowed to each student, even if a numerical grade is subsequently recorded.
- Courses in which the instructor decides to use the Pass/Fail option for all students are not included in the semester or cumulative limit.

## ACADEMIC REGULATIONS 2017-18

### 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, conduct 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 a maximum of 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,

## ACADEMIC REGULATIONS 2017-18

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 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 and housing, if any, will be considered available for assignment to others.

### Grading

The following numerical grades are awarded at Haverford College:

4.0	A
3.7	A-
3.3	B+
3.0	B
2.7	B-
2.3	C+
2.0	C
1.7	C-
1.3	D+
1.0	D
0.0	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 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 their conduct in the classroom is disruptive, the instructor can meet with the student to discuss the problems, but must send them 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 themselves 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 First-Year 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

## ACADEMIC REGULATIONS 2017-18

approved 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 Maturité, 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: they 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 they 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 on 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 and the student’s dean approve the request, specify on the form the work to be done and the final submission date.

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

### ACADEMIC YEAR 2017-18 INCOMPLETE DEADLINES

Semester I

Incomplete work is due no later than  
**Friday, January 12, 2018.**

Semester II

Incomplete work is due no later than  
**Friday, June 8, 2018.**

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 or dean's permission 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 departmental web pages. 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 GPAs 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*.

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### 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:

- They may take five course credits per semester instead of the normal load of four.
- 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
- 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 and at least 24 Haverford course credits. Such Haverford course credits must 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, of which a minimum of eight course credits must be taken 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 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 Athletics department, the Office of Admission, 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 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 them on one of several levels of "Academic Warning" (probation) or requiring them 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

## ACADEMIC REGULATIONS 2017-18

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 them of its decision in writing. Since a Drop Hearing is intended to be a dialogue, the Committee will not entertain written statements from students summoned to such hearings or from other parties.

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:

- The Committee will send the student notification of the Committee’s decision to hold a Drop Hearing 3-5 days before the hearing.
- The student will be given an opportunity to speak to the Committee during the hearing.
- At least one student, one faculty member, and one dean will be present at the hearing and will constitute a quorum.
- 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 they were enrolled in the eighth semester may not be permitted to graduate even though the student 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. The major programs of Bryn Mawr and Haverford are open equally to all students on both campuses. In some cases, Haverford students may also major at Swarthmore.

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 or minors at Bryn Mawr or Swarthmore, 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, and 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 REGULATIONS 2017-18

### 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 2017-18 Academic Year:  
**Friday, November 3, 2017**

For Semester II of the 2017-18 Academic Year:  
**Friday, March 23, 2018**

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 their 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 \$6,535 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 their dean, and with the approval of their academic advisor and the Committee on Student Standings 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 their dean in writing that they intend 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.

## ACADEMIC REGULATIONS 2017-18

### Extended Programs

Although most students are expected to graduate in four academic years, some may be permitted to remain at Haverford for an additional, ninth semester to complete their degree requirements. Such permission is granted very rarely, upon petition to CSSP, and only in instances in which a student has no other means by which to complete their degree (typically due to the need to take courses in satisfaction of a major that can be fulfilled only while at Haverford). Students who are on financial aid must submit a separate appeal to the Financial Aid Committee requesting a ninth semester of financial aid.

The College never grants a tenth semester except in instances in which the Office of Access and Disabilities Services has deemed it necessary to do so pursuant to the Americans with Disabilities Act.

### 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 Office of International Academic Programs 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 Office of International Academic Programs 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, they may petition to add the program to the list by using the following procedure:

- Collect all pertinent information about the program, including catalogs, course descriptions, modes of evaluation of academic performance, syllabi, reading lists, and faculty CVs.
- Present the written proposal and materials to Office of International Academic Programs one year in advance—March 1 for spring programs, November 1 for fall programs. The deadlines are firm.
- 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*

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 toward their approved program abroad. More information may be found at: [haverford.edu/studyabroad/financial\\_aid/](http://haverford.edu/studyabroad/financial_aid/)

## ACADEMIC REGULATIONS 2017-18

### 4+1 Engineering Program

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 Haverford 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 their fourth semester. To apply, students must have the necessary background and major to enter into the desired Master's degree program. (Degree programs are described at [haverford.edu/engineering/upenn](http://haverford.edu/engineering/upenn)). A minimum cumulative GPA of 3.0 and 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-matriculantes," Haverford undergraduates may take up to three graduate courses to count toward their Master's from Penn Engineering, subject to approval by their Graduate advisor. Biotechnology Master's students may take up to four graduate courses. These may not be taken prior to submatriculating into Penn Engineering. Penn Engineering's rules on double-counting courses for sub-matriculantes permit students to use no more than three courses in satisfaction of the requirements of both the Master's at Penn and the Bachelor's at Haverford. (Note that through the "Quaker Consortium," Penn will not charge Haverford sub-matriculantes tuition and fees for taking these three graduate courses as undergraduates.)

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 degree 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 advisor and the program's advisor for the 4+1 as early as possible. For more information, visit: [haverford.edu/engineering/upenn/](http://haverford.edu/engineering/upenn/)

### 3/2 Engineering Program

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 second semester of their 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 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/](http://haverford.edu/engineering/caltech/)

### 3/2 City Planning Program

Haverford students majoring in the Growth and Structure of Cities at Bryn Mawr 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

## ACADEMIC REGULATIONS 2017-18

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 B.A./M.C.P. 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 of Arts or Bachelor of Science degree from Haverford and a Master's in Bioethics (M.B.E) 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 M.B.E 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 M.B.E program's director of education. There is no additional financial charge for these courses. During their four years at the College, students will also complete all Haverford graduation requirements, which can include courses taken at Penn as determined by Haverford's Health Studies director.

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 M.B.E degree. There is no financial aid available from Penn for the fifth year of the program, but students can apply for federal student loans. Students are responsible for all tuition and fees.

Undergraduates interested in applying for this program should contact the Health Studies director and visit [medicalethicshealthpolicy.med.upenn.edu/master-of-bioethics](http://medicalethicshealthpolicy.med.upenn.edu/master-of-bioethics) 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 a 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 the chair of the Economics Department and visit [cmc.edu/rdschool/academic/](http://cmc.edu/rdschool/academic/)

### **Accelerated Degree Program with the Center for Latin American Studies at Georgetown University**

Haverford participates in a five-year joint degree program with the Center for Latin American Studies at Georgetown University. The cooperative agreement allows undergraduates who are concentrators in Latin American, Iberian,

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and Latino Studies to pursue an accelerated course of study toward 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. Graciela Michelotti or visit the Georgetown Center for Latin American Studies, [clas.georgetown.edu/academics/accelerated](http://clas.georgetown.edu/academics/accelerated)

### **Two-Year China Studies Master's Program at Zhejiang University**

Applicants accepted into China Studies Program (CSP) of Zhejiang University (ZJU) will receive a 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 experiments, internship, and basic learning materials; basic medical insurance including fees for outpatient medical services, accidental injury,

education and hospitalization medical treatment; one-time settlement subsidy of CNY 1,500; and possible research-related domestic travel funds.

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 Master's degree CSP program, please contact Prof. Yonglin Jiang, the co-chair of the Department of East Asian Languages and Cultures at Bryn Mawr ([yjiang@brynmawr.edu](mailto:yjiang@brynmawr.edu)) and visit [hccsp.zju.edu.cn](http://hccsp.zju.edu.cn).

### **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 chairs of the appropriate Haverford departments. 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

## ACADEMIC REGULATIONS 2017-18

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 \$6,535 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:

- The student should secure from the Registrar's web pages a form entitled "Application for Summer School Credit."
- With the form, the student should secure the approval of their 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 but does at Bryn Mawr, then the student should seek the approval from the appropriate Bryn Mawr department chairperson.
- In seeking approval, the student should give the appropriate department chair descriptive information about the course: the course name and number; the amount of credit conferred at the other institution; the institution's name; the course description.
- The faculty advisor's signature should represent an approval of the course as a part of the student's program at Haverford.
- 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:

- Courses taken in summer school will not satisfy Haverford course requirements for

the major unless prior written approval is granted by the department chair.

- 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.
- 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.
- Permission for credit must be secured before the course is taken.
- For summer work at Bryn Mawr, only the permission of the student's dean is required.
- 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 registrar. Unofficial grade reports will not be accepted for evaluation.
- 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**

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 such students have also been assigned College housing, they are 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

## ACADEMIC REGULATIONS 2017-18

Away, International Study, College Leave) they must vacate their dormitory room by a date determined by their 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:

- Dean's Leave Without Conditions
- Dean's Leave With Conditions
- College Leave
- Medical Leave

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

### **Dean's Leave Without Conditions**

Students in good academic standing may request a Dean's Leave without conditions for return. The student must simply write to their 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 upon written request from the student as long as it is within three years of departure. Students should write to their deans 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 their studies.

If a student who has been granted an unconditional Dean's Leave earns unsatisfactory final grades 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).

### **Dean's Leave With Conditions**

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 therefore does not complete their courses. Typically, a Dean will grant a conditional leave in cases in which students experience personal problems that impede their ability to perform academically or otherwise lose the sense of purpose that is necessary to remain adequately engaged in their 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 typically 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 of the College 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 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 they have a medical condition that impairs their ability to perform academically; the College, through the Dean's Office, may place students on medical leave if they pose a danger to themselves or others, if they create a severe disruption to the ability of other students to perform academically, or if they are unable for medical reasons to fulfill their academic responsibilities. For more information regarding Medical Leaves, consult the following web page: [haverford.edu/sites/default/files/Office/Deans/Medical-LLeave-Policy.pdf](http://haverford.edu/sites/default/files/Office/Deans/Medical-LLeave-Policy.pdf)

**DEPARTMENT DESCRIPTIONS  
AND COURSE LISTINGS**

# AFRICAN AND AFRICANA STUDIES (BI-CO)

[haverford.edu/africana-studies](http://haverford.edu/africana-studies)

African and Africana Studies concentrators and students hone sophisticated global frames of reference and dynamic research methods in order to study continental Africa and the African diaspora. Drawing on anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, students analyze and interpret processes of emancipation, decolonization, development, and globalization in Africa proper and in societies 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 for students at Haverford majoring in certain disciplines. The concentration at Haverford is open to majors in which at least two African and Africana Studies courses are offered. The African and Africana Studies program also belongs to a consortium with Bryn Mawr College, Swarthmore College, and the University of Pennsylvania, allowing concentrators to access resources and courses at all four participating institutions.

## LEARNING GOALS

- Study continental Africa and various African diasporas through a global frame of reference.
- Understand how the African continent has been linked for centuries to transcontinental movements of people, money, ideas, and things.
- Study African political and cultural history and African diasporic movements and the links between them.
- Understand how a variety of methodological approaches or disciplinary perspectives, including anthropology, economics, history, linguistics, literature, music, philosophy, political science, and sociology, can be used to analyze social life and practices in Africa and its diasporas and understand global trade, slavery, emancipation, decolonization, and development against a background of international economic change in Africa itself and in societies worldwide with populations of African origin.

- Examine the values and beliefs of persons and communities in multiple African societies as a way to critically and comparatively engage European and American history and philosophy.
- Examine African peoples' responses to racialized Atlantic slave trade, colonization, and globalization in order to cultivate a theoretical understanding of social change processes.

## CURRICULUM

The African and Africana Studies curriculum is organized to help students develop a global understanding of African societies and experiences throughout the African diaspora. A key to realizing this goal is students' capacities to relate disparate materials from cognate disciplines to their concentrated research in African and Africana Studies. Because African and Africana Studies concentrators must take courses in various fields and disciplines, it is vital that they have an opportunity to historically, conceptually, and theoretically frame their coursework in the concentration. To that end, concentrators in the African and Africana Studies program must take a foundation course at either Haverford or Bryn Mawr College. Students may satisfy this requirement by taking either AFST 101A, "Introduction to African and Africana Studies" or HIST 102a, "Introduction to Africana Civilizations."

Students are advised to complete one of the two foundation course options as early as possible, ideally during the first two years, and by no later than the junior year.

## CONCENTRATION REQUIREMENTS

- Concentrators must take either AFST 101a, "Introduction to African and Africana Studies" (Haverford College) or HIST 102A, "Introduction to Africana Civilizations" (BMC).
- Other than the required introductory course, students must complete five additional

## AFRICAN AND AFRICANA STUDIES (BI-CO)

courses from a list approved by the concentration coordinator.

- At least two, and no more than three, courses must be completed in the departmental major.
- At least three African and Africana Studies courses must be taken in at least two departments outside of the major.
- At least one of the required courses must deal with the African diaspora.
- Concentrators must complete either a senior thesis or seminar-length essay in an area of African and Africana Studies.

Students majoring in a department that requires a thesis satisfy the requirement by writing on a topic approved by their department and by the coordinator(s) of the African and 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 African and Africana Studies program. Successful completion of the African and Africana Studies minor/concentration is noted on students' final transcripts.

### FACULTY

#### *African and Africana Studies Faculty:*

##### **Terrance Wiley**

Assistant Professor of Religion; Assistant Professor and Coordinator of African and Africana Studies at Haverford

##### **Linda-Susan Beard**

Associate Professor of English (Bryn Mawr College); Coordinator of Africana Studies at Bryn Mawr

#### *Affiliated Faculty:*

##### **Koffi Anyinefa**

Professor of French and Francophone Studies

##### **Kimberly Benston**

President of the College and Francis B. Gummere Professor of English

##### **Israel Burshatin**

Professor of Spanish and Comparative Literature

##### **Andrew Friedman**

Associate Professor of History

##### **Juli Grigsby**

Assistant Professor of Anthropology

##### **Christina Knight**

Assistant Professor of Independent College Programs

##### **Laura McGrane**

Associate Professor of English

##### **Rajeswari Mohan**

Associate Professor of English

##### **Zolani Ngwane**

Associate Professor of Anthropology

##### **Lindsay Reckson**

Assistant Professor of English

##### **David Sedley**

Associate Professor and Chair of French and Francophone Studies

##### **Asali Solomon** (*on leave 2017-2018*)

Associate Professor of English

##### **Gustavus Stadler**

Associate Professor of English

##### **William Williams**

Professor of Fine Arts

##### **Susanna Wing**

Associate Professor of Political Science

##### **Christina Zwarg**

Associate Professor of English

### COURSES

#### **AFST H101 INTRODUCTION TO AFRICAN AND AFRICANA STUDIES**

*Zolani Ngwane*

Social Science (SO)

An interdisciplinary introduction to Africana Studies, emphasizing change and response among African peoples in Africa and outside. (Not offered 2017-18)

#### **AFST H233 TOPICS IN CARIBBEAN LITERATURE**

*Asali Solomon*

## AFRICAN AND AFRICANA STUDIES (BI-CO)

Humanities (HU)

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies (Typically offered every other fall)

### **AFST H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION**

*Terrance Wiley*

Humanities (HU)

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures. Crosslisted: Africana Studies, Religion; Prerequisite(s): 200-level Humanities course, or instructor consent. (Typically offered every other year)

### **ANTH H155 THEMES IN THE ANTHROPOLOGY OF RELIGION**

*Zolani Ngwane*

Social Science (SO)

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. Crosslisted: Anthropology, Religion (Offered Spring 2018)

### **ANTH H212 FEMINIST ETHNOGRAPHY**

*Juli Grigsby*

Social Science (SO)

This course delves into the historical development and utility of feminist anthropology. Feminist Ethnography is both methodology and method that seeks to explore how gender, race, sexuality, and subjectivity operate in a variety of contexts. We will explore articulations and critiques of feminist ethnographic methods that engage

researcher positionality and the politics of research. This course is one part analytic and another part how-to. Participants will read classic and contemporary ethnographies while learning to craft auto-ethnographic research.

Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

### **ANTH H214 RACE, CRIME, & SEXUALITY**

*Juli Grigsby*

Social Science (SO)

What is a crime and who is a criminal? How are social understandings of punishment and control informed by hegemonic racial and sexualized ideologies? How do the answers to these questions change the ways we imagine and respond to news? To violence? And impact subjectivities? This seminar will examine the complex intersections between race, gender, sexuality, and crime within U.S. cultural, political and social contexts. To do this, we will explore historical and contemporary interdisciplinary studies that provide arguments about the connections between race, gender, sexuality, poverty and the criminal justice system. Topics include: mass incarceration, policing, violence, and media representations of crime.

Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

### **ANTH H228 REPRODUCTIVE JUSTICE, SOCIAL MOVEMENTS, AND CIVIL SOCIETY**

*Juli Grigsby*

Social Science (SO)

An exploration of ethnographic approaches to women's reproductive justice issues, as well as look at reproduction in the broader structural (socioeconomic and political) contexts in which it is situated. We will focus on specific topics such as abortion, contraception, sterilization, sexually transmitted diseases (STDs) and how these issues are connected to other social justice issues such as poverty, environmentalism, and welfare reform. Prerequisite(s): ANTH 103 or instructor consent. (Typically offered every year)

### **ANTH H245 ETHNOGRAPHY OF AFRICA**

*Zolani Ngwane*

Social Science (SO)

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

## AFRICAN AND AFRICANA STUDIES (BI-CO)

history and socio-cultural identities and practices of the people of Africa. (Offered Spring 2018)

### **ANTH H311 ANTHROPOLOGY OF VIOLENCE AND THE BODY**

*Juli Grigsby*

Social Science (SO)

An examination on how violence, in its alternate forms, impacts identity formation by inscribing race, gender and sexuality onto the body at multiple social and cultural junctures. One of the primary objectives of the course is to theoretically engage with the relationship between the body, identity, and state, structural and symbolic violence. Prerequisite(s): ANTH 103 or instructor consent. (Typically offered every year)

### **ARTS H217 THE HISTORY OF AFRICAN-AMERICAN ART FROM 1619 TO THE PRESENT**

*William Williams*

Humanities (HU)

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings. (Offered Spring 2018)

### **CSTS H227 RACE AND ETHNICITY IN THE CLASSICAL WORLD**

*Staff*

Humanities (HU)

This course investigates ancient thinking about race and ethnicity, as represented in the literature of the ancient Mediterranean through such authors as Homer, Herodotus, Aeschylus, Aristotle, Vergil, Caesar, and Tacitus. Crosslisted: Classical Studies, Comparative Literature, PJHR (Not offered 2017-18)

### **ENGL H215 REALISM, RACE, AND PHOTOGRAPHY**

*Lindsay Reckson*

Humanities (HU)

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 AFST concentration requirement. Crosslisted: English, Visual Studies. (Offered Fall 2017)

### **ENGL H361 TOPICS AFRICAN-AMERICAN LIT: THE NEW BLACK ARTS MOVEMENT: EXPRESSIVE CULTURE AFTER BLACK NATIONALISM**

*Asali Solomon*

Humanities (HU)

This course will begin with an exploration of the literary achievement of the Black Arts Movement of the late 1960s and early 1970s, engaging with its political and cultural context. We will then move into contemporary fiction, poetry, nonfiction, theory and popular culture, articulating the relationship between mainstream artists of the late 20th and 21st century and the ideals of BAM. Prerequisite(s): Two 200-level English courses or instructor consent. (Typically offered every other year)

### **ENGL H363 TOPICS IN AMERICAN LITERATURE: THE CONSTRUCTION OF WHITENESS IN PRECARIOUS TIMES**

*Gustavus Stadler*

Humanities (HU)

An interdisciplinary seminar on the construction of whiteness and class during the Great Depression and its aftermath. The core text of the class is the intermedial *Let Us Now Praise Famous Men* by James Agee and photographer Walker Evans. Prerequisite(s): Two 200-level English courses or instructor consent. (Typically offered every three years)

### **ENGL H364 TOPICS IN AMERICAN LITERATURE: JOHN BROWN'S BODY**

*Christina Zwarg*

Humanities (HU)

This course will use the spectacular life and death of John Brown to examine a common set of interests in a diverse set of texts produced across two centuries. These interests include terrorism and the place of violence in the cause of liberty, the relationship of aesthetic value to changing social and political claims, the role of race and gender in the construction of emancipatory rhetoric, and the role of that same rhetoric in the creation (or conservation) of a cultural and national sense of history. Prerequisite(s): Two 200-level English courses or instructor consent. (Offered Spring 2018)

### **FREN H250 INTRODUCTION À LA LITTÉRATURE FRANCOPHONE**

*Christophe Corbin*

Humanities (HU)

## AFRICAN AND AFRICANA STUDIES (BI-CO)

A study of male and female writers of Black Africa, Arab North Africa, and the Caribbean. (Not offered 2017-18)

### **FREN H312 ADVANCED TOPICS IN FRENCH LITERATURE: DISCOURS SUR L'ESCLAVAGE TRANSANTLANTIQUE**

*Koffi Anyinefa*

Humanities (HU)

Slavery has profoundly impacted societies on both sides of the Atlantic. Scholars in various fields of inquiry have passionately discussed its origins, history and lasting effects. How have French and Francophone societies engaged with this difficult topic? Starting with the Code noir—a law regulating slavery in French colonies originally passed in 1685 under Louis XIV and reinforced during the ‘Siècle des Lumières’—we will read our way through the centuries, mixing texts by both French and Francophone writers such as Bona, Césaire, Chamoiseau, Condé, Fanon, Montesquieu, Rousseau, and Tocqueville, to name but a few. A field trip to the recently opened National Museum of African American History and Culture in Washington, D.C. to explore its exhibition on “Slavery and Freedom” will supplement material studied in the course. In French. Crosslisted: French, Comparative Literature (Offered Fall 2017)

### **HIST H114 ORIGINS OF THE GLOBAL SOUTH**

*James Krippner*

Social Science (SO)

This course analyzes the first phase of globalization in world history, a complex historical process rooted in the ancient and medieval worlds, initiated and consolidated from the mid-fifteenth through the seventeenth centuries, and redefined over the course of the eighteenth century as the “early modern” era drew to a close. During the first half of the semester, we will examine Asia, Africa and the Americas prior to the emergence of Iberian (Portuguese and Spanish) colonialism. In the second half of the semester we will assess the increasingly interconnected world negotiated in the centuries after 1492, a useful though controversial date signifying the start of sustained European overseas expansionism and the construction of a world linked in unprecedented ways. The course concludes with an investigation into the Haitian Revolution (1791-1804), the first successful anti-colonial revolution in world history and one of several late-eighteenth century

popular rebellions signaling the dawn of modernity. (Offered Fall 2017)

### **VIST H142 INTRODUCTION TO VISUAL STUDIES**

*Christina Knight*

Humanities (HU)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature (Offered Fall 2017)

### **ICPR H315 BLACK PERFORMANCE THEORY**

*Christina Knight*

Humanities (HU)

An interdisciplinary visual studies examination of how black performance reflects and shapes subject formation in America as well as the diaspora. Readings include live and recorded performances as well as historical and theoretical secondary sources. Prerequisite(s): 100 or 200-level course in either Africana Studies or Gender and Sexuality Studies or instructor consent. (Typically offered every other year)

### **MUSC H227 LISTENING TO JAZZ**

*Myron Gray*

Humanities (HU)

A study of jazz and its cultural meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change. (Offered Spring 2018)

### **POLS H235 AFRICAN POLITICS**

*Susanna Wing*

Social Science (SO)

Analysis of political change in Africa from the colonial period to contemporary politics. Selected case studies will be used to address central themes including democracy, human rights, gender, interstate relations, economic development, and globalization. (Typically offered every other year)

## AFRICAN AND AFRICANA STUDIES (BI-CO)

### **POLS H242 WOMEN IN WAR AND PEACE**

*Susanna Wing*

Social Science (SO)

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.

Prerequisite(s): One course in political science or instructor consent. (Offered Fall 2017)

### **POLS H283 AFRICAN POLITICS AND LITERATURE**

*Susanna Wing*

Social Science (SO)

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. Prerequisite(s): One previous course in political science or instructor consent. (Offered Spring 2018)

### **POLS H289 REFUGEES AND FORCED MIGRANTS**

*Anita Isaacs*

Social Science (SO)

Examines the causes and rights of forced migrants and refugees along with the responses and responsibilities of the international community. Focus on Mexico and Central America. Prerequisite(s): One political science course or instructor consent. (Offered Spring 2018)

### **RELG H230 RELIGION AND BLACK FREEDOM STRUGGLE**

*Terrance Wiley*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H254 RAP AND RELIGION: RHYMES ABOUT GOD AND THE GOOD**

*Terrance Wiley*

Humanities (HU)

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, Lauryn Hill, and Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time. (Offered Spring 2018)

### **SPAN H266 IBERIAN ORIENTALISM AND THE NATION**

*Israel Burshatin*

Humanities (HU)

This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities, and the subsequent transformations wrought by the rise and decline of imperial Spain. Topics to be examined include the myth of Christian *Reconquista* / Reconquest; the construction of Spanishness as race and nation in the context of Christian hegemony and global empire; depiction of Moors in narrative, material culture, and the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European and U.S. imaginary; contemporary African migrations and the "return of the repressed." This class is conducted in English. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language. The course fulfills the "pre-1898" requirement. (Typically offered every other year)

# 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. More recently 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 business people, 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. Our curriculum is fully engaged with these areas of research and study.

## LEARNING GOALS

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:

- The discipline of anthropology:
  - To understand the unique contribution of anthropology to the study of the social, and the ways in which it 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 categories of

## ANTHROPOLOGY

- 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, visual anthropology, etc.) and their contributions to interdisciplinary knowledge production.
- 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.
- 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.

## MAJOR REQUIREMENTS

Students are required to take a total of 11 courses in the major, including 6 required courses within the department. Individual programs require the advisor's approval.

- ANTH 103A or B, 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 or geographic area or a cohesive non-geographically specific field.
- One other 200-level course in this department.
- One other 300-level course in this department.
- 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).

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. Typically no more than two courses from outside of Tri-Co anthropology that relate to the student's specific interests are counted towards the major though this can be discussed with the advisor in special cases.

## MINOR REQUIREMENTS

The minor in anthropology consists of six courses, including:

- ANTH 103A or B, Introduction to Anthropology
- ANTH 303A or B History and Theory of Anthropology
- An ethnographic area course
- 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.

## ANTHROPOLOGY

### SENIOR PROJECT

The anthropology thesis is a year-long, two-credit independent research project designed and implemented by each senior anthropology major. Each student selects a research topic, defines a specific research question, describes how that question relates to a broader field of ethnographic and anthropological writing on the topic, conducts independent, original research with primary source materials that can be ethnographic, archival, and/or material, and develops and writes up an original argument, supported by evidence, about the primary source materials. This argument is informed by the relevant theory and by ethnographic and anthropological scholarship. Thus, a successful anthropology thesis will provide substantial evidence that students are able to conduct independent research and synthesize theoretical arguments with ethnographic materials, as well as displaying strong skills in presenting their research, and entering into intellectual dialogue with peers and faculty.

The senior thesis consists of two courses, ANTH 450 and ANTH 451. Anthropology 450 is a seminar course taught during the fall semester, typically by one faculty member who receives one teaching credit. For ANTH 450, students define their research question, write and rewrite a research prospectus, do ethnographic exercises, study professional ethics, familiarize themselves with IRBs, and conclude with a literature review of their topic. ANTH 451 is supervised research and writing. A faculty member receives one credit for supervising four to six senior theses. During ANTH 451, each student does guided research on their topic, drafts and writes a thesis, and does a public presentation of their thesis research, and takes an oral comprehensive exam.

#### Senior Project Learning Goals

- Define an anthropological research question.
- Situate their research question in a broader field of anthropological and scholarly inquiry.
- Conduct research with primary source materials (archival, ethnographic, and/or material).
- Develop an original argument about their primary source materials that is informed by relevant theory and anthropological literature.

#### Senior Project Assessment

For ANTH 450, students are assessed on a

preliminary research proposal, a research prospectus, a literature review draft, a research presentation, and a literature review, as well as short in-class methodological exercises. For ANTH 451, students are assessed on their final thesis, public presentation, and oral exam. Two faculty members read and comment on each thesis. All faculty attend and evaluate the public presentations and the oral exams. The faculty collectively assign each student's final grade for the course, as well as each of the three components (thesis, public presentation, and oral exam). The thesis also plays an important role in whether or not a student receives honors or highest honors in Anthropology.

### REQUIREMENTS FOR HONORS

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

#### Jacob Culbertson

Visiting Assistant Professor

#### Juli Grigsby

Assistant Professor

#### Patricia Kelly

Visiting Assistant Professor

#### Joshua Moses

Assistant Professor

#### Zolani Ngwane

Chair and Associate Professor

#### Zainab Saleh

Assistant Professor

#### *Affiliated Faculty at Bryn Mawr:*

#### Gary McDonogh

Helen Hermann Chair

Professor of Growth and Structure of Cities

## ANTHROPOLOGY

### **Faculty of the Bryn Mawr Department of Anthropology:**

See [brynmawr.edu/anthropology](http://brynmawr.edu/anthropology)

### **COURSES**

#### **ANTH H103 INTRODUCTION TO ANTHROPOLOGY**

*Zolani Ngwane, Patricia Kelly*

Social Science (SO)

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(s): Not open to students who have completed BMC ANTH 102 (Offered Fall 2017 and Spring 2018)

#### **ANTH H112 THE ANTHROPOLOGY OF ARCHITECTURE**

*Jacob Culbertson*

Social Science (SO)

A survey of anthropological approaches to architecture, with a particular interest in how architecture expresses senses of place. Readings will cover indigenous and vernacular architecture, the modernist movement, ecological design, and forms of housing. (Offered Fall 2017)

#### **ANTH H155 THEMES IN THE ANTHROPOLOGY OF RELIGION**

*Zolani Ngwane*

Social Science (SO)

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. Crosslisted: Anthropology, Religion (Offered Spring 2018)

#### **ANTH H212 FEMINIST ETHNOGRAPHY**

*Juli Grigsby*

Social Science (SO)

This course delves into the historical development and utility of feminist anthropology. Feminist

ethnography is both methodology and method that seeks to explore how gender, race, sexuality, and subjectivity operate in a variety of contexts. We will explore articulations and critiques of feminist ethnographic methods that engage researcher positionality and the politics of research. This course is one part analytic and another part how-to. Participants will read classic and contemporary ethnographies while learning to craft auto-ethnographic research.

Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

#### **ANTH H214 RACE, CRIME, & SEXUALITY**

*Juli Grigsby*

Social Science (SO)

What is a crime and who is a criminal? How are social understandings of punishment and control informed by hegemonic racial and sexualized ideologies? How do the answers to these questions change the ways we imagine and respond to news? To violence? And impact subjectivities? This seminar will examine the complex intersections between race, gender, sexuality, and crime within U.S. cultural, political and social contexts. To do this, we will explore historical and contemporary interdisciplinary studies that provide arguments about the connections between race, gender, sexuality, poverty and the criminal justice system. Topics include: mass incarceration, policing, violence, and media representations of crime.

Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

#### **ANTH H217 METHODS IN DESIGN ANTHROPOLOGY**

*Jacob Culbertson*

Social Science (SO)

An introduction to research methods in Design Anthropology. Readings are drawn from Anthropology, Design, and Science and Technology Studies (STS), and the course will introduce fundamental concepts and methods in STS. Each student will conduct ethnographic research into a design practice of their choice.

Prerequisite(s): An introductory course in anthropology, sociology, or art history, or instructor consent. (Offered Fall 2017)

#### **ANTH H219 NATIONAL IMAGINARIES OF THE MIDDLE EAST AND NORTH AFRICA**

*Zainab Saleh*

Social Science (SO)

## ANTHROPOLOGY

The purpose of the course is to provide a historical and anthropological approach to understanding nation formation in the Middle East. Anchored in major debates on nationalism, this course critically examines both nationalistic imagination and state formations. By focusing on questions of imagined communities, the course will analyze nationalistic discourses and the exclusion of the other who is seen to undermine national purity. It will also approach the nation state as a category of practice, by focusing on laws, monuments, museums, flags, etc. In addition, we will examine transformations in national discourses and practices, historiography, and memory throughout the twentieth century. (Offered Fall 2017)

### **ANTH H223 OLD AGE IN THE MODERN AGE**

*Terry Snyder*

Social Science (SO)

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). (Offered occasionally)

### **ANTH H228 REPRODUCTIVE JUSTICE, SOCIAL MOVEMENTS, AND CIVIL SOCIETY**

*Juli Grigsby*

Social Science (SO)

An exploration of ethnographic approaches to women's reproductive justice issues, as well as look at reproduction in the broader structural (socioeconomic and political) contexts in which it is situated. We will focus on specific topics such as abortion, contraception, sterilization, sexually transmitted diseases (STDs) and how these issues

are connected to other social justice issues such as poverty, environmentalism, and welfare reform. Prerequisite(s): ANTH 103 (Typically offered every year)

### **ANTH H229 CHICANA ETHNOGRAPHY**

*Juli Grigsby*

Social Science (SO)

The insurgent projects of Ethnic Studies and Chicana/o Studies during the 1960s/1970s questioned the ethnographic authority of anthropologists and sociologists in the United States and abroad. Beginning with a brief historical overview of Mexican American women in the U.S. we will consider the emergence of Chicana feminism and examine the genesis of the term, "Chicana" as it was developed and used during El Movimiento in the early 1970's. Then move into contemporary ethnographic explorations of identity including race, regional difference, and community organizing. Course participants will gain the ability to recognize the interplay of social processes on the development of identity, especially within U.S. cultural institutions. We will focus on what makes Chicana ethnography unique to other forms of ethnographic writings? What methodological and technological tools are used by Chicana ethnographers? What are the politics in conducting ethnographic research? Prerequisite(s): Introduction to Anthropology or instructor consent. (Offered Fall 2017)

### **ANTH H231 THINKING DIFFERENTLY: POLITICS AND PRACTICES OF NEURODIVERSITY**

*Adam Rosenblatt*

Social Science (SO)

Neurodiversity is a growing area of disability/social justice activism. This course explores evolving understandings of autism, depression, and other forms of neurodivergence in the U.S. and the world, triumphs and challenges of advocacy efforts, and design for inclusion. Crosslisted: PJHR, Anthropology, Health Studies; Prerequisite(s): A 100-level course in PJHR, Health Studies, anthropology, or instructor consent. (Offered Spring 2018)

### **ANTH H245 ETHNOGRAPHY OF AFRICA**

*Zolani Ngwane*

Social Science (SO)

This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of

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social anthropology to our understanding of the history and socio-cultural identities and practices of the people of Africa. (Offered Spring 2018)

### **ANTH H250A READING MEXICO, READING ETHNOGRAPHY**

*Patricia Kelly*

Social Science (SO)

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. (Offered Fall 2017)

### **ANTH H250B MEDICAL ANTHROPOLOGY**

*Staff*

Humanities (HU)

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. (Offered occasionally)

### **ANTH H253 ANTHROPOLOGY OF THE MIDDLE EAST AND NORTH AFRICA**

*Zainab Saleh*

Social Science (SO)

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(s): one 100-level course in anthropology, political science, sociology, or history (Offered Spring 2018)

### **ANTH H258 CULTURE & IDENTITY**

*Jacob Culbertson*

Social Science (SO)

This course will explore the topic of Culture and Identity through a specific interest in the politics of indigeneity. We will pursue two lines of inquiry: 1) how the politics of indigeneity reveal, extend, and undermine the logics of liberal multiculturalism, in diverse ways stemming from diverse histories; and 2) how the politics of indigeneity may unsettle Anthropology as a discipline and demand “decolonizing methodologies.” (Offered Spring 2018)

### **ANTH H259 ETHNOGRAPHY OF ISLAM**

*Zainab Saleh*

Social Science (SO)

Comparative ethnographies of Muslim societies. Islam as a field of anthropological inquiry and theorizing. Ethnographic representation and the construction of ethnographic authority. Islam in the western imagination. (Offered occasionally)

### **ANTH H264 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES**

*Terry Snyder*

Social Science (SO)

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. Crosslisted: Anthropology, History (Offered Fall 2017)

### **ANTH H281 NATURE/ CULTURE: AN INTRODUCTION TO ENVIRONMENTAL ANTHROPOLOGY**

*Joshua Moses*

Social Science (SO)

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

## ANTHROPOLOGY

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(s): ANTH 103 or ENVS 101 or instructor consent. (Offered Fall 2017)

### **ANTH H302 OIL, CULTURE, POWER**

*Zainab Saleh*

Social Science (SO)

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(s): One 100-level course in anthropology, political science, sociology, or history, or instructor consent. (Offered occasionally)

### **ANTH H303 HISTORY AND THEORY OF ANTHROPOLOGY**

*Zainab Saleh*

Social Science (SO)

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(s): One course in anthropology, excluding BMC ANTH B303 (Offered Fall 2017)

### **ANTH H309 PLACE, PEOPLE, AND COLLABORATIVE RESEARCH IN THE URBAN ENVIRONMENT**

*Joshua Moses*

Social Science (SO)

This transdisciplinary course focuses on anthropology's contributions (and potential contributions) to engaging critical environmental issues in urban settings. Collaborative environmental work with urban communities is inherently interdisciplinary, drawing on

anthropology, urban planning, public health, ecology, and geography. Through a study of Philadelphia's current struggles to redefine itself as a green city, students will gain grounding in anthropological theory and practice and urban ecology. Themes will include the intersections of race, class, and gender; environmental justice; urban farming/gardening; brownfields; grassroots organizing; action research; and ideas of place, home and nature. The course will focus on the ethics and practice of community collaboration and community-based research in environmental work in urban settings. It will require significant time working with a community group in Philadelphia. Crosslisted: Anthropology, Environmental Studies  
Prerequisite(s): Students will be selected based on instructor evaluation of written applications. To access the application: pre-register for the course, view your class schedule in the Student Center in Bionic (Main Menu > Self-Service > Student Center > Class Schedule), and click on the URL icon (Offered Spring 2018)

### **ANTH H311 ANTHROPOLOGY OF VIOLENCE AND THE BODY**

*Juli Grigsby*

Social Science (SO)

An examination on how violence, in its alternate forms, impacts identity formation by inscribing race, gender and sexuality onto the body at multiple social and cultural junctures. One of the primary objectives of the course is to theoretically engage with the relationship between the body, identity, and state, structural and symbolic violence. Prerequisite(s): ANTH 103 or instructor consent. (Typically offered every year)

### **ANTH H313 SEX WORK, POLITICAL ECONOMY, AND CAPITAL**

*Juli Grigsby*

Social Science (SO)

This course explores the ways sex and labor construct social spaces and unravel its connections to capital and political economy. Sex work, the commodification of desire and bodies can produce inevitable zones of conflict due to differing cultural understandings of sexuality, gender, ethnicity, power, and citizenship. Focusing on experiences of women we will probe these intersecting discourses by reviewing a wide range of texts that ethnographically detail dimensions of sex work. How does the study of sex work situated within specific social and political contexts, perhaps surprisingly, reveal

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important dimensions of gender, mobility, community, and globalization today?  
Prerequisite(s): 100 level course in anthropology or Gender and Sexuality Studies, or instructor consent. (Offered Fall 2017)

### **ANTH H365 ADVANCED READINGS IN VISUAL ANTHROPOLOGY**

*Jacob Culbertson*

Social Science (SO)

In this course students will be introduced to seminal texts in theory and ethnographies of visual anthropology. (Offered Spring 2018)

### **ANTH H450 SENIOR SEMINAR: RESEARCH AND WRITING**

*Zolani Ngwane*

Social Science (SO)

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. (Offered Fall 2017)

### **ANTH H451 SENIOR SEMINAR: SUPERVISED RESEARCH AND WRITING**

*Staff*

Social Science (SO)

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. (Offered Spring 2018)

# ARABIC (TRI-CO)

brynmawr.edu/arabic

Arabic language instruction is offered through Tri-College cooperation. Arabic 001 and 002 are taught at Haverford College (ARAB H001 and H002 Introduction to Modern Standard Arabic). Intermediate Arabic courses are taught at Bryn Mawr (ARAB B003 and B004 Second-Year Modern Standard Arabic), and Advanced Arabic courses are available at Swarthmore College and the University of Pennsylvania through the Quaker Consortium.

The teaching of Arabic is one important component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History, History of Art, and Political Science. Additionally, students can have a concentration in Middle Eastern Studies at Bryn Mawr, and in Middle Eastern and Islamic Studies at Haverford.

## FACULTY

### *At Bryn Mawr and Haverford:*

#### **Grace Armstrong**

Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages (Bryn Mawr)

#### **Manar Darwish**

Instructor and Coordinator of Bi-Co Arabic Program

### *At Swarthmore:*

#### **Khaled al-Masri**

Assistant Professor of Arabic and Section Head

#### **Ben Smith**

Visiting Assistant Professor of Arabic

#### **Dima Hanna**

Lecturer in Arabic

## COURSES AT BRYN MAWR

### **ARAB B003 SECOND YEAR MODERN 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. Prerequisite(s): ARAB H002 or placement by instructor. (Offered Fall 2017 at Bryn Mawr)

### **ARAB B004 SECOND-YEAR MODERN 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. Prerequisite(s): ARAB B003 or placement. (Offered Spring 2018 at Bryn Mawr)

### **ARAB B403 INDEPENDENT STUDY**

*Manar Darwish*

(Offered Fall 2017 and Spring 2018)

## COURSES AT SWARTHMORE

Visit the Tri-College Course Guide to view the list of courses at Swarthmore this year: [trico.haverford.edu/](http://trico.haverford.edu/)

# ARTS PROGRAM (BRYN MAWR)

[brynmawr.edu/arts](http://brynmawr.edu/arts)

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 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

### **Madeline Cantor**

Associate Director and Term Professor of Dance

### **Linda Caruso Haviland** (*on leave Fall 2017*)

Director and Associate Professor of Dance

### **Lauren Feldman**

Lecturer

### **Thomas Ferrick**

Lecturer

### **Lela Aisha Jones**

Pre-Doctoral Fellow

### **Annie Liontas**

Lecturer

### **Mark Lord**

Alice Carter Dickerman Director of the Arts Program; Professor of the Arts on the Theresa Helburn Chair of Drama; Director of the Theater Program

### **Maiko Matsushima**

Lecturer

### **Airea Matthews**

Assistant Professor of Creative Writing

### **Catharine Slusar**

Assistant Professor in Theater

### **Daniel Torday** (*on leave Spring 2018*)

Director and Associate Professor of Creative Writing

### **Molly Ward**

Lecturer

## 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.

### **ARTA B251 ARTS TEACHING IN EDUCATIONAL AND COMMUNITY SETTINGS**

#### *Madeline Cantor*

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 educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater. (Offered Fall 2017)

## 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

## ARTS PROGRAM (BRYN MAWR)

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

*Airea Matthews*

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. (Offered Spring 2018)

### ARTW B260 WRITING SHORT FICTION I

*Annie Liantas, Daniel Torday*

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. (Offered Fall 2017 and Spring 2018)

### ARTW B261 WRITING POETRY I

*Airea Matthews*

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. (Offered Fall 2017)

### ARTW B262 PLAYWRITING I

*Lauren Feldman*

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. (Offered Fall 2017)

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### **ARTW B362 PLAYWRITING II**

*Staff*

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course. (Not offered 2017-2018)

### **ARTW B263 WRITING MEMOIR I**

*Staff*

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 2017-2018)

### **ARTW B264 NEWS AND FEATURE WRITING**

*Thomas Ferrick*

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. (Offered Spring 2018)

### **ARTW B265 CREATIVE NONFICTION**

*Annie Liontas*

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. (Offered Fall 2017)

### **ARTW B266 SCREENWRITING**

*Staff*

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 2017-2018)

### **ARTW B269 WRITING FOR CHILDREN**

*Staff*

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. (Not offered 2017-2018)

### **ARTW B360 WRITING SHORT FICTION II**

*Daniel Torday*

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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. (Offered Fall 2017)

### **ARTW B361 WRITING POETRY II**

*Airea Matthews*

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. (Offered Spring 2018)

### **ARTW B362 PLAYWRITING II**

*Staff*

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course. (Not offered 2017-2018)

### **ARTW B364 LONGER FICTIONAL FORMS**

*Staff*

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. (Offered Spring 2018)

### **ARTW B365 CREATIVE NONFICTION II**

*Staff*

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 2017-2018)

### **ARTW B403 SUPERVISED WORK**

*Staff*

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. (Offered Fall 2017)

### **DANCE**

Dance is not only an art and an area of creative work; it is also a significant and enduring human behavior that can serve as a core of creative and

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

### Minor Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD B140, B142, or B144 and two .5 credit studio courses: one must be selected from among the following technique courses: 136-139 or any 200 or 300 level technique course; the second .5 credit course must be a technique course at the 200 or 300 level or selected from among the following performance ensembles: 345-350); three approved electives; and attendance at a prescribed number of performances/events. With the advisor's approval, one elective in the minor may be selected from allied Tri-College departments.

### Independent Major in Dance Requirements

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD B142 and ARTD B144; one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation

in 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 attentive or one writing intensive course in Dance or an approved allied program or department, and a senior capstone experience. With the advisor's approval, two electives in the major may be selected from allied Tri-College departments.

In both the minor and the major, students may choose to emphasize one aspect of the field, 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 dance, 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 Ensemble tours regional schools. Technique courses ARTD 136-139, 230-232, 330-331, and all 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

#### (Check course guide for courses available each semester)

PE B101 Ballet: Beginning Technique  
PE B102 Ballet: Intermediate Technique  
PE B103 Ballet: Advanced Technique  
PE B104 Ballet Workshop  
PE B105 Modern: Beginning Technique  
PE B106 Modern: Intermediate Technique  
PE B107 Modern: Advanced Technique  
PE B108 Jazz: Beginning Technique  
PE B110 Jazz: Intermediate Technique  
PE B111 Hip-hop Technique  
PE B112 African Dance  
PE B118 Movement Improvisation  
PE B121 Tap I  
PE B123 Tap II

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PE B126 Rhythm & Style: Flamenco and Tap  
PE B127 Social Dance Forms: Topics: Intro to Social Dance, Swing, Salsa, Latin  
PE B129 The Gesture of Dance: Classical Indian and Polynesian Dance  
PE B131 Tap: Learning and Performing  
PE B145 Dance Ensemble: Modern  
PE B146 Dance Ensemble: Ballet  
PE B147 Dance Ensemble: Jazz  
PE B148 Dance Ensemble: African  
PE B149 Dance Ensemble: Outreach  
PE B150 Dance Ensemble: Special Topics (2017-18: 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 (not offered 2017-18)  
ARTD B142 Dance Composition: Process and Presence  
ARTD B144 Dance Composition: Elements and Craft  
ARTD B145 Dance: Close Reading (not offered 2017-18)  
ARTD/ANTH B223 Anthropology of Dance (not offered 2017-18)  
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 2017-18)  
ARTD B241 Dance History II: A History of Contemporary Western Theater Dance  
ARTD B250 Performing the Political Body (not offered 2017-18)  
ARTD B265 Dance, Migration and Exile (not offered 2017-18)  
ARTD B267 Diasporic Bodies: The Black Dancing Body, Restoration, and Activism  
ARTD/ANTH B310 Performing the City: Theorizing Bodies in Space (not offered 2017-18)  
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 (2017-2018: Style Hip Hop)  
ARTD B390 Senior Project/Thesis  
ARTD B403 Supervised Work  
ARTD B403 002 Supervised Work: Practical Anatomy: Bones, Muscle, Movement  
ARTA B251/EDUC B251 Arts Teaching in Educational and Community Settings

## COURSES

### ARTD B136 INTRODUCTION TO DANCE TECHNIQUES I: MODERN

*Madeline Cantor*

Students enrolling in this course take a full semester of beginning modern dance as their primary course and a second full semester dance technique class as a complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found on the Dance department website. Students must meet the attendance requirement, attend two mandatory lectures and one live dance performance, and complete three short writing assignments. In lieu of books, students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-Co performances. Offered on a Pass/Fail basis only. (Offered Fall 2017 and Spring 2018)

### ARTD B137 INTRODUCTION TO DANCE TECHNIQUES I: BALLET

*Madeline Cantor, Denise D'Angelo*

Students enrolling in this course take a full semester of beginning ballet as their primary course and a second full semester dance technique class as a complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found on the Dance department website. Students must meet the attendance requirement, attend two mandatory lectures and one live dance performance, and complete three short writing assignments. In lieu of books, students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-Co performances. Offered on a Pass/Fail basis only. (Offered Fall 2017 and Spring 2018)

### ARTD B138 INTRODUCTION TO DANCE TECHNIQUES II: MODERN

*Madeline Cantor*

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Students enrolling in this course take a full semester of beginning modern dance as their primary course and a second full semester dance technique class as a complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found on the Dance department website. Students must meet the attendance requirement, write a critique of one live dance event, and a short paper on a topic selected in consultation with the faculty coordinator. In lieu of books, students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-Co performances. Offered on a Pass/Fail basis only. Prerequisite: ARTD 136 or 137. (Offered Fall 2017 and Spring 2018)

### **ARTD B139 INTRODUCTION TO DANCE TECHNIQUES II: BALLET**

*Madeline Cantor, Denise D'Angelo*

Students enrolling in this course take a full semester of beginning ballet as their primary course and a second full semester dance technique class as a complementary course. The two courses together constitute .5 credit. Students must meet the attendance requirement, write a critique of one live dance event, and a short paper on a topic selected in consultation with the faculty coordinator. In lieu of books, students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-Co performances. Offered on a Pass/Fail basis only. (Offered Fall 2017 and Spring 2018)

### **ARTD B140 APPROACHES TO DANCE: THEMES AND PERSPECTIVES**

*Staff*

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. In lieu of books, students must attend one dance performance (typical costs: \$12-30) but may take advantage of free Tri-co performances. (Not offered 2017-2018)

### **ARTD B142 DANCE COMPOSITION: PROCESS AND PRESENCE**

*David Brick*

This dance composition course is open to students with any background and is appropriate for dancers, movers of any kind, those seeking to work creatively in other arts or disciplines including the sciences, and those who are just willing to play and invent. It engages students in exploring and structuring human movement and gesture as a way not only to make art but also to develop creative problem solving skills; explore and enhance embodied approaches to observation, analysis and communication; and learn how to work collaboratively. Students are introduced to improvisation as a tool for researching and sketching choreographic ideas; they engage in movement exercises, viewing of live and filmed work, and discussions that help to sharpen visual analysis and kinesthetic responses; they explore models for open and productive reception and response to one's own work and the work of others. The course includes required readings and viewings but focuses primarily on weekly movement assignments, including solo and collaborative explorations. The processes explored in this course help students to cultivate the awareness and intention necessary to performances of self and encourage the invention of satisfying and effective ways for sharing embodied ideas powerfully with audiences of all sorts. Students may take ARTD B142 Dance Composition: Process and Presence or ARTD B144 Dance Composition: Elements and Craft in any order as a single course or to fulfill minor and major requirements. Concurrent participation in at least one class session per week in any level technique course, either for credit or as an auditor, is required. Additional costs: In lieu of books, readings will be posted on Moodle; students may incur \$10-30 in performance ticket fees or transport but may take advantage of free Tri-Co performances. (Offered Fall 2017)

### **ARTD B144 DANCE COMPOSITION: ELEMENTS AND CRAFT**

*Madeline Cantor*

This dance composition course develops knowledge and skill in the theory and craft of choreography. Basic elements of dancemaking such as space, timing, shaping, and relationship are explored and refined through structured and open movement experiences. Attention is given to developing movement invention skills and compositional strategies; considering form and structure; investigating music, language, images and objects as sources; experimenting with group design; and broadening critical understanding of

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their own work and the work of others. Students will work on weekly solo and group projects and will have some opportunity to revise work. Related viewing and reading will be assigned. Students may take ARTD B142 Dance Composition: Process and Presence or ARTD B144 Dance Composition: Elements and Craft in any order as a single course or to fulfill minor and major requirements. Concurrent participation in at least one class per week in any level technique course, either for credit or as an auditor, is required. Additional costs: In lieu of books, readings will be posted on Moodle; students may incur \$10-30 in performance ticket fees but may take advantage of free Tri-Co performances. (Offered Spring 2018)

### **ARTD B145 FOCUS: DANCE/CLOSE READING**

*Staff*

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. In lieu of books, students can expect approximately \$50 in performance ticket expenses for the course. (0.5 credits) (Not offered 2017-2018)

### **ARTD B223 ANTHROPOLOGY OF DANCE**

*Staff*

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. Preparation: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor. (Not offered 2017-2018)

### **ARTD B230 MODERN: INTERMEDIATE TECHNIQUE**

*Michelle Stortz*

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: two semesters of beginning level modern, its equivalent, or permission of the instructor. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTD B231 BALLET: INTERMEDIATE TECHNIQUE**

*Staff*

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: two semesters of beginning level ballet, its equivalent, or permission of the instructor. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTD B232 JAZZ: INTERMEDIATE TECHNIQUE**

*Yasmin Goodman*

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

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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: two semesters of beginning level jazz, its equivalent, or permission of the instructor. (0.5 credits) (Offered Fall 2017)

### **ARTD B241 DANCE HISTORY II: A HISTORY OF CONTEMPORARY WESTERN THEATER DANCE**

*Linda Caruso Haviland*

This course investigates the history of dance with particular emphasis on its development in the twentieth and twenty-first centuries as a Western Theater Art form within a broader context of global art and culture. The course investigates the historical and cultural forces that shape both the form and function of dance as well as the reciprocal relationship of dance to or impact on those same forces. Dance will be considered both chronologically and theoretically as cultural, social, aesthetic, and personal phenomena. The course will provide students with an introduction to both traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences. (Offered Spring 2018)

### **ARTD B250 PERFORMING THE POLITICAL BODY**

*Staff*

Artists, activists, politicians, regents, intellectuals and just ordinary people have, throughout history and across cultures, used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the private and public spheres. From a wide range of possibilities, this course focuses on how dance is a useful medium for both embodying and analyzing ideologies and practices of power, particularly with reference to gender, class, and ethnicity. Students will also investigate bodiedness as an active agent of social change and political action. Students will read excerpts from seminal and contemporary theory of performing bodiedness, ethnicity, and gender, as well as from theoreticians, performers, and other practitioners more specifically engaged with dance and performance. In addition to literary, dance

historical, anthropological and political texts, the course includes media, guest lecturers, and introductory group improvisation and performance exercises, however, no prior training or experience in dance or performance is necessary. In lieu of books, students will be assigned to see a dance performance (typical costs: \$12-30) but may take advantage of free Tri-Co performances. Preparation: A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is recommended but not required. (Not offered 2017-2018)

### **ARTD B267 DIASPORIC BODIES, GROUNDING FREEDOM: THE BLACK DANCING BODY**

*Lela Aisha Jones*

Diasporic Bodies, Grounding Freedom: The Black/African Dancing Body, Restoration, and Activism take Marronage—the act of escaping from slavery in the Americas to create communities of freedom and autonomy—as its model. This course views Black/African diasporic movement and artistic practices as a form of contemporary marronage, providing spaces of activism and embodied restoration. These thriving, fertilizing spaces, communities, and artists center and reboot, with integrity, the connections among black/African diasporic bodies, traditions, and cultures across oceans and lands. While focusing on the black experience, this course will examine these temporal, Imaginative spaces, claiming them as essential to all people in societies that do not acknowledge multiplicity or diversity as societal norms, and capable of conjuring semi-lost histories waiting to be revived. It will examine marronage in diasporic communities as an effort to ground, re-ground, and free bodies. Together, we will explore other diasporic-based research and approaches to understanding and experiencing embodied restoration and we will also learn a meditative embodiment process with 3 elements: mining, archiving, and witnessing. We will examine literature, animation, and film resources to broaden our dialogue on how interdisciplinary, artistic spaces make fertile foundations for embodied and restorative activism. This course will merge lecture, readings, viewings, and praxis as its main components. No dance experience is necessary but students should dress comfortably to move. In lieu of books, readings will be posted on Moodle and students will be assigned to see a performance (typical costs: \$12-30) but may take

## ARTS PROGRAM (BRYN MAWR)

advantage of free Tri-co performances. A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required. (Offered Fall 2017)

### **ARTD B310 PERFORMING THE CITY: THEORIZING BODIES IN SPACE**

*Staff*

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 a 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 2017-2018)

### **ARTD B330 MODERN: ADVANCED TECHNIQUE**

*Rebecca Malcolm-Naib*

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. Preparation: three semesters of Modern: Intermediate Technique, its equivalent, or permission of the instructor. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTD B331 BALLET: ADVANCED TECHNIQUE**

*Staff*

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 or repertory work with permission of the instructor. Preparation: Minimum of three semesters of intermediate level ballet, its equivalent, or permission of the instructor. First-year students must take a placement class. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTD B342 ADVANCED CHOREOGRAPHY**

*Linda Caruso Haviland, Madeline Cantor*

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 B142 and ARTD B144. (Offered Fall 2017 and Spring 2018)

### **ARTD B345 DANCE ENSEMBLE: MODERN**

*Staff*

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 repertories 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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in one technique class a week is required. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTD B346 DANCE ENSEMBLE: BALLET**

*Felicia Cruz*

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

## ARTS PROGRAM (BRYN MAWR)

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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. (0.5 credits) (Offered Fall 2017)

### **ARTD B347 DANCE ENSEMBLE: JAZZ**

#### *Staff*

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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. (0.5 credits) (Offered Spring 2018)

### **ARTD B348 DANCE ENSEMBLE: AFRICAN**

#### *Staff*

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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is suggested. (0.5 credits) (Offered Spring 2018)

### **ARTD B349 DANCE ENSEMBLE: DANCE OUTREACH PROJECT**

#### *Madeline Cantor*

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. 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. (0.5 credits) (Offered Fall 2017)

### **ARTD B350 DANCE ENSEMBLE: SPECIAL TOPICS**

#### *Staff*

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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is suggested. (0.5 credits) (Offered Spring 2018)

## ARTS PROGRAM (BRYN MAWR)

### **ARTD B390 SENIOR PROJECT/THESIS**

*Staff*

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 submit a written reflection in consultation with the advisor. 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. (Offered Fall 2017 and Spring 2018)

### **ARTD B403 SUPERVISED WORK**

*Staff*

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. (Offered Fall 2017 and Spring 2018)

## **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 B151 FOCUS: DRAMATIC STRUCTURES IN PLAYS, PERFORMANCE, AND FILM**

*Mark Lord*

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. (0.5 credits) (Offered Spring 2018)

### **ARTT B152 FOCUS: WRITING ABOUT THEATER AND PERFORMANCE**

*Mark Lord*

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. (0.5 credits) (Offered Spring 2018)

### **ARTT B250 TWENTIETH-CENTURY THEORIES OF ACTING**

*Staff*

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

## ARTS PROGRAM (BRYN MAWR)

workshop and scene study. (Not offered 2017-2018)

### **ARTT B251 FUNDAMENTALS OF ACTING**

*Catharine Slusar*

This studio course provides an introduction to the basic processes of acting to students of various experience levels. We develop tools and a shared vocabulary using performance exercises, games, improvisation and scene work. (Offered Fall 2017)

### **ARTT B252 FUNDAMENTALS OF TECHNICAL THEATER**

*Justin McDaniel*

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. (Offered Spring 2018)

### **ARTT B253 PERFORMANCE ENSEMBLE**

*Catharine Slusar*

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. (0.5 credits) (Offered Fall 2017 and Spring 2018)

### **ARTT B254 FUNDAMENTALS OF THEATER DESIGN**

*Maiko Matsushima*

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. (Offered Spring 2018)

### **ARTT B258 INTERMEDIATE TOPICS IN TECHNICAL THEATER PRODUCTION**

*Justin McDaniel*

This course is a deeper exploration of the process of technical theater production introduced in ARTT B252 – Fundamentals of Technical Theater Production. Through a combination of lecture, in-class and out-of-class analysis, and hands-on experience students will gain a more thorough

understanding of the processes of technical theatrical production. The course focuses on five sections of technical production: basic technical drawing, advanced scenic construction techniques, electricity for the entertainment industry (lighting, sound, motors), basic rigging, and basic sound system design and execution. While mathematics is not the focus of the class, basic math and some algebra and trigonometry will be necessary. Prerequisite: ARTT B252 or permission of instructor. (Offered Fall 2017)

### **ARTT B265 ACTING ACROSS CULTURE**

*Catharine Slusar*

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-foley technique). Prerequisites: Fundamentals of Acting or its equivalent. (Offered Spring 2018)

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

*Staff*

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, drama, or permission of the instructor. (Not offered 2017-2018)

### **ARTT B312 LADIES' VOICES GIVE PLEASURE: PLAYS BY WOMEN**

*Staff*

This course introduces students to the rich and multifarious tradition(s) of dramatic literature (broadly construed) by women (broadly construed). Through close readings of texts that diverge from what some feminist critics have called the dominant "ejaculatory" model of dramaturgy rooted in Aristotelian teleology and replicative of the male sexual experience, we will explore the formal and thematic preoccupations of 20th and 21st century playwrights who

## ARTS PROGRAM (BRYN MAWR)

complicate notions of desire, community, history, identity, difference, and representation.

Prerequisite: 200 level course in Theater, English, or Comparative Literature. (Not offered 2017-2018)

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

*Staff*

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 2017-2018)

### **ARTT B351 ACTING II**

*Staff*

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. (Not offered 2017-2018)

### **ARTT B353 ADVANCED PERFORMANCE ENSEMBLE**

*Catharine Slusar*

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. (Offered Fall 2017 and Spring 2018)

### **ARTT B354 SHAKESPEARE ON THE STAGE**

*Catharine Slusar*

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scene work culminating in on-campus performances. Prerequisite: ARTT B251 Fundamentals of Acting or permission of the instructor. (Offered Fall 2017)

### **ARTT B356 ENDGAMES: THEATER OF SAMUEL BECKETT**

*Staff*

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 2017-2018)

### **ARTT B359 DIRECTING FOR THE STAGE**

*Mark Lord*

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. (Offered Spring 2018)

### **ARTT B403 SUPERVISED WORK**

*Staff*

Research and work in a particular topic of theater under the guidance of an instructor. (Offered Fall 2017 and Spring 2018)

### **ARTT B425 PRAXIS III**

*Staff*

(Not offered 2017-2018)

### **ARTT B430 PRACTICUM IN STAGE MANAGEMENT**

*Staff*

Over the semester, the student will attend all auditions, rehearsals, and performances of the Bi-College Theater Program production, and will be responsible for managing all the details of same. With the guidance of a mentor and through reading and research, the student will learn to

### **ARTS PROGRAM (BRYN MAWR)**

perform the many organizational and communications tasks involved in stage management. Students will be required to read a number of texts with the goal of understanding the vast scope of the job, the artistry and authority expected of a stage manager, the variations in styles of stage management, and the standard procedures a student stage manager can incorporate into a college setting. Each student will be expected to keep a daily journal of their experience—intellectual, artistic, and practical. The journal is their own and is meant to stimulate and deepen their thinking about the process. This practicum requires that a student be willing to engage in the production process both as an artist with an intellectual stake in the work and as an adult with a position of real authority in the group. The student will be expected to use that authority while always remaining calm, polite, kind, and generous to the artists with whom they are working. Prerequisites: Prior academic work in theater and the permission of the instructor. (Offered Fall 2017 and Spring 2018)

# ASTRONOMY AND ASTROPHYSICS

[haverford.edu/astronomy](http://haverford.edu/astronomy)

The range of astronomical phenomena is vast—from the Big Bang origin of the universe, to the death throes of collapsing stars, to the rings of Saturn. The astronomy and astrophysics curricula are based on the study of these systems and of their evolution. Any study of astronomy and astrophysics is enriched by a firm understanding of the physics underlying these phenomena. Our curriculum is shaped to provide both astronomy and astrophysics majors with a solid foundation in the basic principles of both astronomy and physics, an understanding of the most recent developments in astronomy and cosmology, and the inspiration to pursue further learning in the sciences.

Entry to either major is through a pair of courses that survey all major areas of modern astrophysics: ASTR 205 and 206. These are typically taken in the sophomore year, to allow students to build a foundation in physics (our majors require physics courses, as explained below). We also offer a number of more focused, upper level courses on specific topics in astronomy, including one on observational techniques. Some of these reflect the research interests of our faculty.

Student research is a vital part of both majors. Our faculty work at the cutting edge of modern astronomy and cosmology, creating exceptional research opportunities for majors. Some of those opportunities are based on campus, within the College's William J. Strawbridge Observatory, equipped with telescopes and powerful computer facilities. Other opportunities lie off-campus through the department's alliances with national and private observatories, including Kitt Peak in Arizona and the Simons Observatory in Chile.

## LEARNING GOALS

The courses offered in the astronomy and astrophysics program address a 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 and techniques.
- Research experience, which involves:
  - confronting the unknown and tolerating its ambiguity.
  - generating new science with which to understand new observations.
  - analyzing data.
  - the art of scientific collaboration.
  - oral and written communication of new results.
  - designing new experiments/observations, and networking with other scientists to possibly generate new collaborative efforts.

## CURRICULUM

### Introductory Courses

The department regularly offers courses that require no prerequisites or prior experience in astronomy. These are intended primarily for non-science students.

ASTR/PHYS 152, is a half-credit course for first-year students who are considering a physical science major and wish to study some of the most recent developments in astrophysics early in their college education.

### Major Programs

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.

## ASTRONOMY AND ASTROPHYSICS

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 (PHYS 105 or 115 and 106, or PHYS 101 and 102, or Bryn Mawr equivalents). beginning in their first year.
- enroll in ASTR 205/206 and PHYS 213/214 in their sophomore year.
- take ASTR/PHYS 152 in the second semester of their first year.

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.

### MAJOR REQUIREMENTS

#### Astronomy Major Requirements

The astronomy major is appropriate for students that desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy.

- PHYS 105 (or 101 or 115), PHYS 106 (or 102), PHYS 213, PHYS 214.
- Two mathematics courses; MATH 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- ASTR 205, ASTR 206, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.

- ASTR 404, which may be replaced by approved independent research either at Haverford or elsewhere.
- Written comprehensive examinations.

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

#### Astrophysics Major Requirements

The astrophysics major is appropriate for students who wish to pursue the study of astronomy with additional attention to the physical principles that underlie astrophysical phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue a career in astronomy or astrophysics, or to enter graduate study in astronomy or astrophysics.

- PHYS 105 (or 115 or 101), PHYS 106 (or 102), PHYS 213, PHYS 214, PHYS 211 (usually taken concurrently with PHYS 213).
- Two mathematics courses. MATH 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
- ASTR 205, ASTR 206, and any two 300-level astronomy courses. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.
- PHYS 302, PHYS 303, and PHYS 309.
- The Senior Seminar, PHYS 399, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics and Astronomy Department or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.

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

### MINOR REQUIREMENTS

- PHYS 105 (or 115 or 101); PHYS 106 (or 102).
- ASTR 205; ASTR 206; one 300-level astronomy course. Minors may substitute a 100-level Swarthmore astronomy seminar for the 300-level astronomy course.

## ASTRONOMY AND ASTROPHYSICS

We strongly recommend (but do not require) ASTR/PHYS 152.

### SENIOR PROJECT

As noted above, we offer two majors: astronomy and astrophysics. The senior project and requirements differ for the two.

#### *Astronomy Major*

For many decades, the capstone work for seniors majoring in astronomy (not astrophysics) has been a set of three, three-hour, comprehensive examinations covering all of astronomy. Students are given some choice in which questions to answer. We emphasize that the questions on these written examinations are likely to address topics of current prominence or interest in the field, whether or not they have been covered in our courses. In a year marked by new discoveries about a particular planet, for instance, we might ask for a summary of the scientific findings even though our curriculum barely touches planetary science.

#### *Astrophysics Major*

Coursework prior to the senior year provides students' primary preparation for their thesis work. As outlined in our program's educational goals, this coursework emphasizes: knowledge of the extraterrestrial universe, problem solving skills, constructing models, developing physical intuition, computer programming, observing skills, and research-like inquiry. Students also gain experience with oral and written communication of complex scientific topics in their introductory physics labs and in upper level coursework, including ASTR 341 (Observational Astronomy). During group research meetings, students provide weekly oral reports to each other on their thesis progress and receive ongoing support and instruction from faculty.

To pull together the many elements that make up the senior year in the astrophysics major, students are required to participate in a year-long seminar course, PHYS 399. At the approximately biweekly meetings, students and some departmental faculty gather around a table to discuss topics running the gamut from scientific ethics to how to give a scientific talk or write a scientific research paper. Further details on this course are contained in the description of senior year work in physics.

The most important part of the senior seminar remains the senior paper and the senior

presentations. We assess students by their performance on a short talk and the draft of the background section of their thesis during the fall semester, a comprehensive talk or poster presentation in the spring semester and a senior thesis (typically 25-50 pages, including figures and references), written in the form of a scientific paper. Frequently, this leads to a publication in a peer-reviewed journal.

### Senior Project Learning Goals

As noted above, we offer two majors: astronomy and astrophysics. While the senior year work differs for the two, the learning goals are closely similar.

#### *Astronomy Major*

The goal of the comprehensive exams in astronomy is primarily to assess seniors' grasp of the full extent of their chosen field of study, and secondarily to provide a summary reminder of the field. For students, the comprehensive exams are thus both an evaluative assessment, and to a lesser extent a formative experience. The exams offer the departmental faculty a last chance to lay out the nature of astronomy, both for students planning further study in the field or for those leaving astronomy behind.

As the capstone experience for senior majors in astronomy, the comprehensives are entirely separate from a student's research experience—unlike the case for majors in astrophysics. Both astronomy and astrophysics majors, however, are required to undertake senior research either on campus or off campus, perhaps in a summer REU experience. For *astrophysics* majors, this research is central to the senior experience (see below). For *astronomy* majors, on the other hand, senior research and the comprehensives are decoupled: the former stresses depth; the latter breadth.

#### *Astrophysics Major*

The Haverford astrophysics senior thesis project extends through at least an entire academic year, with many students starting their thesis research during the summer before their senior year. The thesis thus requires students to engage in focused work, towards a single goal, for a substantial time period. We aim for students to develop deep topical expertise in a single subfield of astrophysics, and to develop technical expertise in one of the analysis techniques common to that field (often computational data analysis).

## ASTRONOMY AND ASTROPHYSICS

Students learn to ask good questions of others and themselves, in pursuit of a deeper understanding of a previously unsolved question about the natural world.

Students are expected to place their senior research work in the context of the scientific literature in their field of study, and to present their results to an audience of professionals (for their thesis) and their peers (for the talk or poster). They are given training in searching and reading the scientific literature by each research supervisor, as well as specific materials through the senior seminar course.

More than is the case in any other undergraduate curricular engagement, students must learn how to be independent and self-motivated to complete their thesis work. This style of scientific inquiry also imbues a realistic sense of professional scientific research in students and increases their grit.

### Senior Project Assessment

As noted above, we offer two majors: astronomy and astrophysics. Assessment of the senior year work differs for the two.

#### *Astronomy Major*

The comprehensives are read and graded by all astronomy faculty. They are graded on a numerical 1-10 scale for each problem, not the usual Haverford 4.0 scale. While performance on astronomy comprehensive exams is not recorded on a student's transcript, students must pass the exams in order to graduate with an astronomy major.

Comprehensive results are also the primary determinant of departmental honors for astronomy majors. High honors are awarded to students who:

- demonstrate clear mastery of the field, including both topics central to our curriculum and those not.
- are able to situate their responses in a wider context of astrophysics or science in general.
- show an understanding of research fields not covered in our curriculum.
- display some originality in their responses, evidence that they "own" the material.

Regular departmental honors again require mastery and a sense of context, with less emphasis on originality.

While the emphasis of comprehensives is on the first two of the departmental learning goals ("knowledge of the extraterrestrial universe" and "problem-solving skills"), we also look for evidence that other goals have been met, including "scientific intuition" and written communication skills.

#### *Astrophysics Major*

As noted, each senior's thesis culminates in both a written and an oral component. The written thesis is carefully read and evaluated by two faculty readers.

The thesis research itself is evaluated for (i) a demonstrated understanding of the context and content of the research (including a review of the relevant scientific literature), (ii) independent problem solving and synthesis, and (iii) success in understanding the forward looking implications of the research.

The written and oral presentations of the research are evaluated for (i) a clear and appropriate writing style and (ii) well-curated and well-presented visual displays of the research results.

## REQUIREMENTS FOR HONORS

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

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Astronomy and astrophysics majors can pursue concentrations in scientific computing and education, while astrophysics majors with interdisciplinary interests in biophysics may also qualify for the biophysics concentration.

Each of these concentrations is described in its relevant section of the Catalog.

## SPECIAL PROGRAMS

We offer all Haverford astrophysics majors the opportunity to obtain astronomical observations at a research facility, e.g. Green Bank

## ASTRONOMY AND ASTROPHYSICS

Observatory and other observatories at which our faculty conduct research.

Haverford is also part of the KNAC eight-college consortium ([astro.swarthmore.edu/knac](http://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.

### FACILITIES

See the departmental web page for a description of laboratories, equipment and other special facilities for this program.

### FACULTY

#### Scott Engle

Visiting Assistant Professor

#### Andrea Lommen

Professor

#### Karen Masters

Associate Professor

#### Bruce Partridge

Bettye and Howard Marshall Professor of Natural Sciences and Professor of Astronomy Emeritus

#### Paul Thorman

Laboratory Instructor in Physics

### COURSES

#### ASTR H101 ASTRONOMICAL IDEAS

*Scott Engle*

Natural Science (NA), Quantitative (QU)  
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. At least 30 spaces will be reserved for freshmen, perhaps more as space dictates. (Offered Spring 2018)

#### ASTR H152 FIRST-YEAR SEMINAR IN ASTROPHYSICS

*Staff*

Natural Science (NA)

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of

underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories. Crosslisted: Astronomy, Physics;  
Prerequisite(s): PHYS H101 or H105 and concurrent enrollment in PHYS H102, H106 or B121 (or Bryn Mawr equivalents). (Offered Spring 2018)

#### ASTR H205 INTRODUCTION TO ASTROPHYSICS I

*Scott Engle*

Natural Science (NA)

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes. Prerequisite(s):  
Prerequisite(s): MATH H118 or equivalent; PHYS H105 or PHYS B121; Co-requisite(s): PHYS H106 or B201. (Offered Fall 2017)

#### ASTR H206 INTRODUCTION TO ASTROPHYSICS II

*Andrea Lommen*

Natural Science (NA)

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model. Prerequisite(s): ASTR H205A and MATH H118 or equivalent. (Offered Spring 2018)

#### ASTR H304 COMPUTATIONAL PHYSICS

*Daniel Grin*

Natural Science (NA)

An introduction to the methods and problems of computational physics, including matrix methods, ordinary differential equations, integration, eigensystems, Monte Carlo techniques, Fourier analysis, and iterative methods. Course will include a substantial independent project. Crosslisted: Physics, Astronomy, Computer Science;  
Prerequisite(s): CMSC H105 (or equivalent) and either PHYS H213 or PHYS H306. (Offered Spring 2018)

#### ASTR H341 ADVANCED TOPICS: OBSERVATIONAL ASTRONOMY

*Staff*

Natural Science (NA)

## **ASTRONOMY AND ASTROPHYSICS**

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite(s): ASTR H206. (Typically offered every other fall)

### **ASTR H344 ADVANCED TOPICS IN ASTROPHYSICS**

*Andrea Lommen*

Natural Science (NA)

Topics drawn from one of the following areas in current astrophysics: stellar structure and evolution, galaxy structure and evolution, extragalactic astronomy and cosmology, radio astronomy, x-ray astronomy, and gravitational wave astronomy. Prerequisite(s): ASTR H205 and ASTR H206. (Offered Fall 2017)

### **ASTR H404 RESEARCH IN ASTROPHYSICS**

*Andrea Lommen*

Natural Science (NA)

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

# BIOCHEMISTRY AND BIOPHYSICS

[haverford.edu/biochemistry-biophysics](http://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.

## LEARNING GOALS

- Identify, formulate, and solve complex problems at the interface of biology and the physical sciences using state-of-the-art equipment and techniques.
- Apply knowledge of chemistry, biology, physics and mathematics to develop a coherent understanding of biological processes and solve problems in living organisms or *in vitro* systems derived from biological specimens.
- Learn to search, read and interpret original scientific literature, both for research and for ongoing learning.
- Recognize enduring trends in interdisciplinary science, while navigating the program of classroom and laboratory training at the interface between the physical and biological sciences.
- (For biochemistry) study the importance of biological macromolecules at all levels of the natural sciences, including the cell, the organ, the organism, and larger ecological systems.
- Examine and analyze natural phenomena at the appropriate level(s) (molecular, cellular, organismal and/or ecological), using a variety of methods informed by evolutionary theory.
- Communicate findings (either verbally and/or via written expression) effectively and clearly to diverse audiences.

## CURRICULUM

All concentrators must complete a major in biology, chemistry or physics while taking additional coursework that spans mathematics and all of these natural science disciplines. The concentration requirements provide guidance for students while allowing considerable leeway for tailoring the program to specific interests. All concentrators take a required core curriculum as well as advanced coursework that is integrated with the major program.

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.

## CONCENTRATION REQUIREMENTS

### 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 BIOL 390 (Laboratory in Biochemical Research).
- CHEM 112 or 114 (Chemical Dynamics).
- One semester mathematics course numbered 118 (Calculus II) or higher.
- PHYS 105 and 106, or 101 and 102 (two semesters of 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 113 or 115 (Chemical Structure and Bonding), 222 and 225 (Organic Chemistry).
- CHEM 304 (Statistical Thermodynamics and Kinetics) or 305 (Quantum Chemistry).
- CHEM 301 or 302 (Laboratory in Chemical

## BIOCHEMISTRY AND BIOPHYSICS

- Structure and Reactivity) or CHEM 390 (Laboratory in Biochemical Research).
- Two half-semester advanced courses with significant biochemistry content: CHEM 351 (Bioinorganic Chemistry), 352 (Topics in Biophysical Chemistry), 357 (Topics in Bioorganic Chemistry) and 359 (Topics in Protein Chemistry); students may take topics courses multiple times with different topics.
  - Two half-semester courses with significant biochemistry content: 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), 316 (Biochemical Adaptations), 351 (Molecular Motors and Biological Nano-Machines); 354 (Molecular Virology), 357 (Topics in Protein Science).

Students may use courses meeting concentration requirements for the biology major in lieu of one semester of BIOL 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 with significant Biophysics content: 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), 316 (Biochemical Adaptations), 351 (Molecular Motors and

Biological Nano-Machines); and 357 (Topics in Protein Science).

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 with significant biochemistry content: CHEM 351 (Bioinorganic Chemistry), 352 (Topics in Biophysical Chemistry), 357 (Topics in Bioorganic Chemistry) and 359 (Topics in Protein Chemistry). Students may take topics courses multiple times with different topics.
- Two half-semester courses with significant biochemistry content: 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), 316 (Biochemical Adaptations), 351 (Molecular Motors and Biological Nano-Machines); 357 (Topics in Protein Science).

Students may use courses meeting concentration requirements for the chemistry major in lieu of either 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 with significant biophysics content:

- 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), 316 (Biochemical Adaptations), 351 (Molecular Motors and Biological Nano-Machines); and 357 (Topics in Protein Science).

## BIOCHEMISTRY AND BIOPHYSICS

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.

### CONCENTRATION COORDINATING COMMITTEE

**Karin Åkerfeldt**

Professor of Chemistry

**Karl Johnson**

Professor of Biology; Coordinator of Biochemistry and Biophysics

**Suzanne Amador Kane**

Associate Professor of Physics

**Casey Londergan** (*on leave Fall 2017*)

Associate Professor of Chemistry

**Judith Owen**

Elizabeth Ufford Green Professor of Natural Sciences and Professor of Biology

**Robert Scarrow**

Professor of Chemistry

**Walter Smith**

The Paul and Sally Bolgiano Professor of Physics

# BIOLOGY

haverford.edu/biology

Modern biology has seen tremendous growth in our ability to understand the structure and function of living organisms at the cellular and molecular levels, and what were traditionally regarded as many different areas of biology have become integrated, particularly in the research laboratory. Our approach to teaching biology therefore emphasizes the common molecular basis of a variety of biological disciplines. We also involve students in the process of discovery in a research-focused curriculum that stresses the experimental method as a teaching tool. Students at all levels of the curriculum frame their own experimental questions and use current research techniques to search for answers. In the junior year students participate in research-focused laboratories (BIOL 300 “Superlab”) and as seniors they conduct their own laboratory-based, year-long research projects. This research may result in presentations at local and national meetings, and occasionally publications in peer-reviewed journals. Our curricular approach allows students to develop the conceptual tools to both follow and contribute to the rapid advance of knowledge and understanding.

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.

## LEARNING GOALS

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.

## CURRICULUM

### Perspectives in Biology

Perspectives in Biology courses without prerequisites are offered at the 100 level for exploration by students interested in learning about biology but not intending to major in the subject. These are appropriate for students from all backgrounds and disciplines and are separate from the major track.

### 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 BIOL 200, 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 that professor’s 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.

## BIOLOGY

### MAJOR REQUIREMENTS

- Both semesters of BIOL 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 BIOL 200A.
- A minimum of a one-credit chemistry course (with associated lab).
- At least one semester of advanced coursework (200 level or higher) in a natural sciences department other than biology. Courses crosslisted in biology may not be counted toward this requirement.
- Two semesters of the junior laboratory, BIOL 300A and 300B.
- Four half-semester 300-level advanced topics courses (selected from BIOL 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.
- One half-semester 350-level seminar course in the Haverford Biology Department (chosen from BIOL 350-375; no substitutions permitted). Students may take additional seminar courses to enrich their knowledge of the discipline.
- 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.
- Senior Department Studies, BIOL 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.

### SENIOR PROJECT

The senior thesis is a major component of a year-long research experience that is the capstone of the Biology major at Haverford. The process begins in the junior year, when students and faculty work together to distribute students

evenly across all the available Senior Research Tutorials for the following year (each faculty member normally supervises four to six students in all).

During the senior year students enroll in a Senior Research Tutorial (numbered BIOL H402, 403, 404, 407, 408, 409, 410, 411, 413 or 415, depending on the faculty mentor) which is taken for a minimum of one credit in each semester of the senior year. The Senior Research Tutorial involves 10 hours of laboratory work per week per credit, and is completed under the guidance of a faculty mentor. Students may elect to increase their commitment to their research project by enrolling in 1.5 or 2 credits of Senior Research per semester, for up to half their academic credits in the senior year. In addition, all seniors must take Senior Departmental Studies (BIOL H499), which is a pass/fail, half-credit course taken for a full year in parallel with their Senior Research. This senior seminar course provides an opportunity for all majors to be trained in lab safety, hear invited seminar speakers, and to present thesis proposals as well as the results of senior research work.

### Thesis Content

Fall Semester:

In the fall, all senior majors complete at least one credit of Senior Research Tutorial during which they begin an original research project that will be continued throughout the year. In the Senior Research Tutorial, students participate in weekly laboratory meetings, keep a laboratory notebook as a record of their work, and interpret and analyze their data. In the fall semester students write a formal project proposal and also present their proposal as a short talk to the department during Senior Departmental Studies.

Spring Semester:

In the spring, all majors complete a second semester of Senior Research Tutorial and participate in Senior Departmental Studies. Students continue the research projects started in the fall under the guidance of their faculty mentor. Senior majors write a final thesis and present a scientific poster describing the results of their research project. They submit their lab notebook as a permanent record of the work they have completed in the lab.

### Thesis Preparation (prior to senior year)

Preparation for thesis research begins with the first course for biology majors, BIOL 200, and

## BIOLOGY

builds in each course thereafter, so that all of the departmental learning goals are consistently reinforced. For example, all students in laboratory courses (such as BIOL 200 and BIOL 300) work with a lab partner or in small groups so that they learn to work collaboratively. At the same time, students are also called upon to present their work individually and to maintain their own research lab notebooks, so that they learn to work independently and are responsible for all parts of the project. The students participate in directed journal clubs in BIOL 200 and majors in upper-level courses read and critique research papers from the original scientific literature, presenting their analyses to the class.

The BIOL 30x courses (301, 302, 303, etc.), typically taken during the junior year, are based on current research in biology, with an emphasis on integrating this information into a broader understanding of biological topics. The primary focus in these courses is not simply the information itself but rather on how it was determined experimentally. This emphasis provides the students with the skills needed to understand how research is done.

BIOL 300, the junior-level laboratory course, is intentionally modeled on the work that students are expected to conduct for their senior research thesis, and can be described a class-based research experience. The emphasis in this year-long course, which is required for all Biology majors, includes the acquisition of new research techniques but places greater emphasis on hypothesis—testing, data analysis, experimental troubleshooting, record keeping, and oral and written presentations. The projects in BIOL 300 are designed to be intellectually open-ended; students share results and insights, and work to understand the current literature and to connect their findings to what is already known.

### Senior Project Learning Goals

The learning goals for the senior thesis include:

- increasing intellectual independence and initiative.
- developing creativity and rigor in experimental design, execution, and interpretation.
- ensuring reproducibility of experimental results, accurate record keeping, and productivity.
- understanding and participating in

- collaborative and ethical conduct of research
- learning to present research orally, visually, and in writing.

These are criteria by which we can assess the students' maturation as scholars.

### Senior Project Assessment

The department has developed criteria for evaluating the research proposal and thesis, as well as a grading rubric that is distributed to students at the start of their senior year (available on the departmental website). Each faculty member plays a role in the assessment of senior work, which consists of:

- faculty supervision of weekly laboratory work that includes maintenance of laboratory notebook and participation in lab meetings.
- formal project proposal, including written proposal, and oral presentation to the department in the fall.
- poster presentation summarizing research results in the spring semester.
- evaluation of written thesis based on set criteria and grading rubric provided to students at start of senior year.

See the Biology Department website for detailed grading guidelines and standards used in evaluating the senior project (PDF download).

## REQUIREMENTS FOR HONORS

The department awards honors in biology based on superior work in major courses.

## INTERDISCIPLINARY PROGRAMS

Many Haverford biology majors participate in academic work that crosses departmental boundaries. The Biology Department contributes to many interdisciplinary programs and has particularly close ties with the following ones:

### Environmental Studies Interdisciplinary Minor

The Environmental Studies Interdisciplinary 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.

### Health Studies Multidisciplinary Minor

The goal of the Health Studies Multidisciplinary

## BIOLOGY

Minor is to give greater context to the issues facing health professionals on local, national, and global scales. The structure of this program is intentionally multidisciplinary, bringing scientists together with social science and humanities professors to guide students through the political, cultural and ethical questions that relate to health issues worldwide.

### Neuroscience Minor

The Minor in Neuroscience is designed to allow students with any major to pursue interests in behavior and the nervous system across disciplines. Students should consult with any member of the advisory committee in order to declare the minor.

### Biochemistry & Biophysics Concentration

The Concentration in Biochemistry and Biophysics recognizes current and undoubtedly enduring trends in interdisciplinary science by establishing in the curriculum a formal program of classroom and laboratory training at the interface between the physical and biological science.

### Scientific Computing Concentration

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.

## AFFILIATED PROGRAMS

### 4+1 Bioethics Program with the University of Pennsylvania

Study for four years at Haverford, then one year at Penn, and receive a Bachelor of Arts or Bachelor of Science from Haverford and a Master's in Bioethics (M.BE.) from Penn's Bioethics Program in the Perelman School of Medicine.

## 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.

## PRIZES

The department awards three prizes annually:

### The Irving Finger Prize in Biology:

Established in 2003 by family, friends, and alumni in memory of Irving Finger, professor of biology from 1957 to 1994. It is awarded to a graduating senior (or seniors) in biology for outstanding growth and accomplishment in the major.

### The Marian E. Koshland Prize in Biology:

Established in 1997 by biology faculty, College administrators, and Board members. The prize is awarded to a graduating senior (or seniors) who, in the judgment of the department, demonstrated outstanding performance in senior research.

### The Ariel G. Loewy Prize for Senior

**Research in Biology:** Established in 2001 in memory of Ariel G. Loewy, professor of biology from 1953 to 2000. This prize is given to a graduating senior (or seniors) in biology whose efforts and accomplishments incorporate the rigor and diligence of experimental science.

## PRE-HEALTH

Students from Haverford who enter medical schools have graduated with a great variety of majors—philosophy, Spanish, English and several others of which the most common are, as might be expected, biology and chemistry.

## 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

See the departmental web page for a description of laboratories, equipment and other special

facilities for this program.

## **FACULTY**

### **Matthew Carrigan**

Visiting Associate Professor

### **Robert Fairman**

Professor and Department Chair

### **Katherine Heston**

Instructor

### **Rachel Hoang** (*on leave Fall 2017*)

Associate Professor

### **Roshan Jain**

Assistant Professor

### **Karl Johnson**

Professor

### **Jay Lunden**

Visiting Assistant Professor

### **Philip Meneely**

Professor

### **Judith Owen**

Elizabeth Ufford Green Professor of Natural Sciences

### **Kristen Whalen**

Assistant Professor

### **Jonathan Wilson**

Assistant Professor

## **COURSES**

### **BIOL H118 PLANTS AND PEOPLE**

*Jonathan Wilson*

Natural Science (NA)

A multidisciplinary approach to the co-evolution and co-domestication of plants and humans. Topics will include the biology, physiology, evolution, and cultivation of key plants, embedded within their social history and environmental effects. Intended for non-majors and meets in parallel with BIOL 318. Crosslisted: Biology, Environmental Studies (Offered Spring 2018)

### **BIOL H123 PERSPECTIVES IN BIOLOGY: SCIENTIFIC LITERACY**

*Karl Johnson*

Natural Science (NA)

## **BIOLOGY**

An introduction to current topics through reading and discussion of articles from the primary and popular literatures. Our texts will include *Science*, *Nature* and *The Science Times*. We will follow new breakthroughs and discoveries as they are reported and consider both evolution and revolution in scientific thought in real time from the viewpoint of the larger scientific community. Does not count towards the Biology major. (Offered occasionally)

### **BIOL H127 PERSPECTIVES IN BIOLOGY: HUMAN GENETIC DIVERSITY**

*Philip Meneely*

Natural Science (NA)

A major scientific milestone marking the start of the 21st century was the publication of the human genome sequence. With the subsequent reading of many human genomes, comparisons reveal clues to the natural history of the human species. Starting with basic concepts of human genetics and topics such as natural selection, founder effects and genetic drift, the course will examine issues of human origins and migrations, diversity and the relationship between different populations and ethnic groups. Does not count towards the Biology major. (Offered occasionally)

### **BIOL H129 PERSPECTIVES IN BIOLOGY**

*Jay Lunden*

Natural Science (NA)

An exploration of a current topic in Biology. Foundational concepts will be covered and then built upon through reading and discussion of articles from the primary and popular literatures. Evaluation and critique of what constitutes reliable scientific data for the topic under discussion will also be reviewed. Does not count towards the Biology major. (Offered Fall 2017)

### **BIOL H200A CELL STRUCTURE AND FUNCTION**

*Roshan Jain, Philip Meneely, Matthew Carrigan, Jay Lunden, Katherine Heston*

Natural Science (NA)

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. Biology 200A discusses the gene as a storehouse of biological information, the flow and transmission of genetic information, and genomics in the context of evolution, as well as the cellular context in which these processes occur. The laboratory introduces the student to cell and molecular biology, genetics

## BIOLOGY

and biochemistry. Enrollment per lab section is limited to 28. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. When two sections of the lecture component are offered one lecture section will be limited to 50.

Prerequisite(s): The prerequisite for Biology 200A is successful completion, with a grade of 2.0 or higher, of a one credit Natural Science course (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore, or instructor consent. (Offered Fall 2017)

### **BIOL H200B CELL STRUCTURE AND FUNCTION**

*Robert Fairman, Kristen Whalen, Judith Owen, Jay Lunden, Katherine Heston*

Natural Science (NA)

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. Biology 200B is an introduction to the major macromolecules of the cell, which includes a discussion of their synthesis and breakdown and leads into a discussion of cellular structures. The laboratory introduces the student to cell and molecular biology and biochemistry. Enrollment per lab section is limited to 28. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. When two sections of the lecture component are offered one lecture section will be limited to 50.

Prerequisite(s): The prerequisite for Biology 200B is successful completion of Biology 200A with a grade of 2.0 or higher, or instructor consent. (Offered Spring 2018)

### **BIOL H217 BEHAVIORAL NEUROSCIENCE**

*Mary Ellen Kelly*

Natural Science (NA)

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. Crosslisted: Psychology, Biology; Prerequisite(s): Any one of the following or instructor consent: PSYC H100, PSYC B105, BIOL H123, BIOL H124, BIOL H128, BIOL H129, Psychology AP Score 4 (Offered Fall 2017)

### **BIOL H220 UNLOCKING KEY CONCEPTS IN BIOLOGY**

*Roshan Jain*

Natural Science (NA)

A course for BIOLH200 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 BIOLH200. Enrollment by invitation from the Department. Course is taken Pass/Fail only. Prerequisite(s): Concurrent enrollment in BIOLH200A and instructor consent (Not offered 2017-18)

### **BIOL H300A LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**

*Karl Johnson, Robert Fairman, Judith Owen, Matthew Carrigan*

Natural Science (NA)

One lecture and two laboratory periods per week. An introduction to the application of modern experimental approaches in the study of 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. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. Crosslisted: Biology, Chemistry; Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H300B LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**

*Kristen Whalen, Bashkim Kokona, Roshan Jain, Philip Meneely*

Natural Science (NA)

One lecture and two laboratory periods per week. An introduction to the application of modern experimental approaches in the study of interesting biological questions. Techniques

## BIOLOGY

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. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. Crosslisted: Biology, Chemistry  
Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H301 ADVANCED GENETIC ANALYSIS**

*Philip Meneely*

Natural Science (NA)

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. Crosslisted: Biology, Health Studies; Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H302 CELL ARCHITECTURE**

*Karl Johnson*

Natural Science (NA)

An examination of cellular structure and function. Topics include the eukaryotic cytoskeleton and endomembrane systems, with particular emphasis upon the dynamic qualities of living cells. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H303 STRUCTURE AND FUNCTION OF MACROMOLECULES**

*Robert Fairman*

Natural Science (NA)

A study of the structure and function of proteins, including enzymes, assembly systems and proteins involved in interactions with nucleic acids and membranes. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, CHEM H221 or equivalent to be taken previously or concurrently, or instructor consent. (Offered Fall 2017)

### **BIOL H308 IMMUNOLOGY**

*Judith Owen*

Natural Science (NA)

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(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H309 MOLECULAR NEUROBIOLOGY**

*Roshan Jain*

Natural Science (NA)

This course will give students the tools to start answering “how/why did I do that?” by exploring the major molecular players and regulators controlling the development, form, function, and flexibility of the nervous system. We will approach neurobiology from an experimental stance, focusing on how the field has come to understand the way genes and molecules can control simple and complex behaviors in model organisms and humans. We will also explore how disrupting these genes, molecules, and processes can lead to neuropsychiatric and neurodegenerative diseases. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H310 MOLECULAR MICROBIOLOGY**

*Jay Lunden*

Natural Science (NA)

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. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H312 DEVELOPMENT & EVOLUTION**

*Rachel Hoang*

## BIOLOGY

### Natural Science (NA)

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 a process that links genetic information to final form of an organism, the fields of development and evolution clearly impact one another. We will look at model developmental systems where mechanisms have been elucidated in remarkable detail. We will then look beyond model systems to comparative studies 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(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H316 BIOCHEMICAL ADAPTATIONS**

*Kristen Whalen*

#### Natural Science (NA)

This course will cover the diversity of physiological mechanisms and biochemical strategies that help organisms, from microbes to mammals, adapt to various environmental conditions. Emphasis put on biochemical evolution in response to changing environmental conditions. Crosslisted: Biology, Environmental Studies. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H318 ECONOMIC BOTANY**

*Jonathan Wilson*

#### Natural Science (NA)

A multidisciplinary approach to the coevolution and co-domestication of plants and humans. Topics will include the biology, physiology, evolution, and cultivation of key plants, embedded within their social history and environmental effects, and explored at an advanced level. Meets in parallel with BIOL 118. Crosslisted: Biology, Environmental Studies; Prerequisite(s): 200-level course in anthropology, biology, chemistry, or geology or ENVS 101 and instructor consent. (Offered Spring 2018)

### **BIOL H351 MOLECULAR MOTORS AND BIOLOGICAL NANO-MACHINES**

*Karl Johnson*

#### Natural Science (NA)

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(s): BIOL H300A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H352 CELLULAR IMMUNOLOGY**

*Judith Owen*

#### Natural Science (NA)

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. Prerequisite(s): BIOL H300A and B with a grade of 2.0 or above, or instructor consent. (Not offered 2017-18)

### **BIOL H356 ADVANCED TOPICS IN BIOLOGY OF MARINE LIFE**

*Kristen Whalen*

#### Natural Science (NA)

Exploration of marine metazoan evolution through the lens of behavioral, morphological, biochemical, and physiological adaptations to various ocean regimes. Readings from primary literature will cover physio-chemical properties of seawater, abiotic/biotic organismal interactions, symbiosis, energy production, human impacts, and phylogenetic relationships. Crosslisted: Biology, Environmental Studies; Prerequisite(s): BIOL H300A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H375 ADVANCED TOPICS IN BIOLOGY**

*Matthew Carrigan*

## BIOLOGY

Natural Science (NA)

A seminar course exploring the primary literature in a specialized area of cell and molecular biology. Students will read current and historically important original papers as well as pertinent review articles. Oral presentations and written work provide the opportunity for students to demonstrate their ability to critically evaluate current literature in a sub-field of their major discipline. Prerequisite(s): BIOL H300A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H390 LABORATORY IN BIOCHEMICAL RESEARCH**

*Louise Charkoudian, Karl Johnson*

Natural Science (NA)

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. Crosslisted: Chemistry, Biology; Prerequisite(s): BIOL 300A and CHEM 301, or instructor consent. (Offered Spring 2018)

### **BIOL H403 SENIOR RESEARCH TUTORIAL IN PROTEIN FOLDING AND DESIGN**

*Robert Fairman*

Natural Science (NA)

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. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H404 SENIOR RESEARCH TUTORIAL IN MOLECULAR MICROBIOLOGY**

*Staff*

Natural Science (NA)

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. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Not offered 2017-18)

### **BIOL H407 SENIOR RESEARCH TUTORIAL IN BIOARCHITECTURE**

*Karl Johnson*

Natural Science (NA)

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. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H409 SENIOR RESEARCH TUTORIAL IN MOLECULAR NEUROBIOLOGY**

*Roshan Jain*

Natural Science (NA)

In this course we will use the zebrafish model system to ask “how do genes control behavior?” at multiple complementary levels of analysis: molecular genetics, imaging of neural circuit development and function, and high-throughput behavioral approaches. Students will use established genetic tools and behavioral assays, as well as develop new methods to probe the underlying control of decision-making, learning & memory, motor control, anxiety, and more. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H410 SENIOR RESEARCH TUTORIAL AT OFF-CAMPUS RESEARCH LABS**

*Robert Fairman*

Natural Science (NA)

Research in an area of cell, or molecular 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 BIOL 410 must have

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designated on-campus and off-campus supervisors. Prerequisite(s): BIOL H300A and B with a grade of 2.0 or above and instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H411 SENIOR RESEARCH TUTORIAL IN DEVELOPMENTAL BIOLOGY AND EVOLUTION**

*Rachel Hoang*

Natural Science (NA)

In this course students explore processes of embryonic development and their evolutionary underpinnings. Using primarily insect model systems students design research projects drawing on a variety of techniques including cell and molecular biology, embryology, genetics, genomics and cell imaging. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H413 SENIOR RESEARCH TUTORIAL IN PLANT BIOLOGY AND EVOLUTION**

*Jonathan Wilson*

Natural Science (NA)

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. Exploration of the primary literature and various opportunities to hone scientific communication skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H415 SENIOR RESEARCH TUTORIAL IN MARINE NATURAL PRODUCT DRUG DISCOVERY**

*Kristen Whalen*

Natural Science (NA)

Marine organisms are important producers of substances useful for treatment of human diseases. Students will integrate ecological and evolutionary theories, cellular physiology, and natural-product chemistry to guide discovery of new compounds with beneficial properties. Exploration of the primary literature and various opportunities to hone scientific communication

skills will supplement lab work. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **BIOL H480 INDEPENDENT STUDY**

*Staff*

Natural Science (NA)

Students may receive credit for approved study and/or work in the laboratory under the supervision of a professor. This work may take the form of a guided series of readings with associated written work, or a supervised laboratory research project with a final write-up and presentation. Prerequisite(s): Instructor consent. (Offered every year)

### **BIOL H499 SENIOR DEPARTMENT STUDIES**

*Robert Fairman*

Natural Science (NA)

Participation in the department's seminar series; attendance at seminars by visiting speakers; senior seminar meetings, consisting of presentation and discussion of research plans and research results by students; and class activities related to the senior year in biology. Prerequisite(s): Department consent. (Offered Fall 2017 and Spring 2018)

# 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.

## LEARNING GOALS

Our major goal is to provide our students with the most rigorous education in the core concepts of chemistry.

- Students will understand and apply basic research methods as used professionally in chemistry, including research design, data analysis, and interpretation.
- Students will understand the fundamental basis for the structures and reactivities of atoms, molecules and non-molecular solids and the analytical techniques used for their determination.

## CURRICULUM

### 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 the intensive courses CHEM 113 (Structure and Bonding), followed by CHEM 114 (Chemical Dynamics). Students with typical high school chemistry preparation enroll in non-intensive courses that cover the same material.

The third entry point is for students with an excellent high school chemistry background, who take CHEM 115, which includes the CHEM 111 lecture and a more investigative, independent lab program, followed by CHEM 112. All students can continue the following year with CHEM 222, a course in organic biological chemistry and CHEM 225, which is focused on organic synthesis. Pre-medical students should continue through at least CHEM 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 prerequisites 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"; CHEM 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 (CHEM 26x and 36x) courses during the academic year, and most majors do both.

Typically two to six students work in each faculty

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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.

Also see the Chemistry Department website for a detailed writing guide for students enrolled in chemistry courses (PDF download).

### MAJOR REQUIREMENTS

The core required courses are:

- four semesters of introductory and organic chemistry: CHEM 111, 113 OR 115, CHEM 112 OR 114, CHEM 222, and CHEM 225.
- two semesters of advanced integrative chemistry laboratory ("Superlab"): CHEM 301 and 302.
- one semester of physical chemistry: CHEM 304 or 305.
- one semester of senior research tutorials: CHEM 36x or 380.
- two half-semester courses in inorganic chemistry: CHEM 320 and one of 351, 353, or 354.
- Senior Seminar: CHEM 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 math (MATH 118 or above).
- two semesters of either introductory physics (PHYS 101/102 or 105/106) or biology (BIOL 200).

### ACS-Certified Chemistry Major

An American Chemical Society (ACS) certified major requires additional coursework and is recommended for students interested in pursuing graduate study in science and engineering, or who wish to directly enter the job market in a chemistry-related field after graduation.

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 (CHEM 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 BIOL 200 (second semester), two half-semester courses from CHEM 351, 352, 357 and 359, or equivalent, such as Bryn Mawr Chemistry 242 or higher.

### MINOR REQUIREMENTS

- Four semesters of introductory and organic chemistry: CHEM 111, 113 OR 115, CHEM 112 OR 114, CHEM 222, and CHEM 225.
- One semester of physical chemistry: CHEM 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 (CHEM 391) is not required, but recommended.

### SENIOR PROJECT

The senior project in chemistry has two major components. First, all seniors enroll in CHEM 391 Senior Seminar, a year-long seminar course. Second, all seniors enroll in at least one credit of

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research, either experimental, computational or literature-based. The course numbers for research as specific to the faculty advisors, often with a CHEM 36x designation. CHEM 36x work involves the design, articulation and conduction of an independent research project. Students are expected to be in the laboratory for at least 15 hours per week performing experiments, analyzing data and designing future experiments. Additional activities include participation in research group meeting, where data, experiments and literature articles are discussed. Each student prepares a formal document at the end of their spring semester detailing their work in the Senior Project. This document is generally due on the last day of classes in the spring semester.

CHEM 391 is designed to expose students to chemistry through talks by chemists from other institutions and to provide our students with opportunities to present their own work formally. Each student prepares and delivers both an oral and poster presentation. The oral presentations occur between December and March, while the poster presentations occur in April. The audience for these presentations is all chemistry seniors, underclass students involved in research, post-doctoral fellows and the faculty in chemistry.

### Senior Project Learning Goals

Identify and describe research methods used to probe specific chemical motifs.

- This learning objective involves the correct use various instrumental analyses in the full characterization of different reaction types. This learning objective most likely fits into the junior level CHEM 301/302 Lab in Chemical Structure and Reactivity (Superlab).

Design and articulate an independent research project.

- This learning objective is designed to probe a student's ability to digest the chemical literature, formulate new ideas and articulate them clearly. This objective will take the form of an independent research proposal that is based upon the primary literature and includes new ideas and directions. This would serve a few purposes. First, it would provide preparation for senior thesis experience in that they need to be able to propose future experiments in current projects. Second, it would provide another source for the evaluation of their critical thinking skills.

Critique conclusions presented in the primary literature.

- This learning objective is designed to measure a student's ability to analyze and critique the primary literature. This is performed routinely in the advanced level courses offered by the Chemistry Department.

### Senior Project Assessment

The Chemistry Department's assessment of a student's capstone experience involves three major components: research efforts, oral presentation skills and the written thesis. We seek to help students develop and demonstrate the following behaviors and skills.

### Chemistry Research Grades

Senior research grades encompass several different components, including your research efforts, the quality of your thesis and your participation in senior seminar. This document is designed to convey our expectations of you in your research experience and to help you interpret your grades.

### Research

A 4.0 student will:

- demonstrate independent intellectual involvement in their project.
- show evidence of productivity that is commensurate with the amount of credit assigned to 36x.
- make creative contributions to the design and analysis of experiments.
- propose independent ideas to overcome research obstacles.
- proactively use the primary literature as an integral resource.
- interpret their own data and develop ideas for subsequent studies.
- maintain a clear and complete laboratory notebook.
- display critical thinking in lab meetings.
- work to maximize research progress during the year.

### Thesis

A 4.0 student will:

- clearly describe the context of the project in the greater literature.
- briefly summarize the history or related studies.
- explain the novelty of the work described in the thesis.

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- detail experimental methodologies to the level of detail with which one could reproduce all experiments.
- identify the strengths and limitations of each technique used.
- summarize and interpret all results.
- analyze the outcome of their experiments in the context of the greater literature, with particular emphasis on continued progress of the research project.
- clearly display experimental data through the use of tables and figures, when appropriate.
- fully and consistently cite literature precedence.

### Seminar

A 4.0 student will:

- clearly construct and deliver an oral and poster presentation in which the relevance, novelty and preliminary results are communicated clearly within the given constraints.
- demonstrate the progress of their project between the oral and poster presentations.
- answer post presentation questions completely.
- be an active participant in other presentations (by both students and outside speakers) by asking questions.

Grades for each student are assigned by the student's research supervisor using the criteria described above. Student theses, presentations and experimental efforts are discussed at a meeting of the chemistry faculty at the end of each academic year.

An additional level of assessment is used for each student. The department scores each student in the following categories; oral presentations, intellectual contributions, command of the literature, experimental skills, and written work. These "scores" for each student are either "fails to meet expectations", "meets expectations", or "exceeds expectations". These data are tracked from year to year to allow the department to observe and emerging trends and challenges and to adapt our program to foster success in our students.

## REQUIREMENTS FOR HONORS

All students who participate in Senior Research (CHEM 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.

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Students who major in chemistry may choose to minor or concentrate in any of several related disciplines. For more information about these programs and their requirements, please see each program's website or catalog entry.

### Environmental Studies Minor

The Environmental Studies Interdisciplinary 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.

In the Chemistry Department, courses that contribute to this minor are CHEM 112, 150 and 358.

### Neuroscience Minor

The minor in Neuroscience is designed to allow students with any major to pursue interests in behavior and the nervous system across disciplines. Students should consult with any member of the advisory committee in order to declare the minor.

### Biochemistry Concentration

Haverford's Concentration in Biochemistry and Biophysics is located at the interface between the biological, chemical, and physical sciences. For our ambitious students and faculty who seek to understand biological processes from physical and chemical points of view, this is an especially exciting place to be. We offer a range of courses of study depending on the student's particular area of interest.

### Scientific Computing Concentration

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.

## CHEMISTRY

In the Chemistry Department, courses that contribute to this concentration are CHEM 304, 305, and 362; students are also encouraged to enroll in CHEM 322 when offered at Bryn Mawr College.

### AFFILIATED 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. Study for four years at Haverford, then one year at Penn, and receive a Bachelor of Science degree 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.

### 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).

### 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

**Karin Åkerfeldt**  
Professor

**Frances Blase**  
Provost of the College and Associate Professor

**Robert Broadrup**  
Visiting Assistant Professor

**Louise Charkoudian** (*on leave Fall 2017*)  
Assistant Professor

**Michael Kukla**  
Organic Reactions and Synthesis Laboratory  
Instructor

**David Laviska**  
Visiting Assistant Professor

**Casey Londergan** (*on leave Fall 2017*)  
Associate Professor

**Kelly Matz**  
First-Year Chemistry Laboratory Instructor

**Alexander Norquist** (*on leave 2017-2018*)  
Professor

**Stephen Podowitz-Thomas**  
Visiting Assistant Professor

**Robert Scarrow**  
Professor

**Joshua Schrier**  
Chair and Associate Professor

**Mark Stein**  
Organic Biological Chemistry Laboratory  
Instructor

**Jessica Stuart**  
Visiting Assistant Professor

**Helen White**  
Associate Professor

**Yang Yang**  
Visiting Assistant Professor

**Emeritus Faculty:**  
**Colin MacKay**  
John Farnum Professor of Chemistry, Emeritus

**Terry Newirth**  
Professor Emeritus

## CHEMISTRY

**Claude E. Wintner**  
Professor Emeritus

### COURSES

#### **CHEM H111 CHEMICAL STRUCTURE AND BONDING**

*Robert Scarrow, Kelly Matz*

Natural Science (NA)

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. Three lectures and one lab period per week required. Recitations are optional. (Offered Fall 2017)

#### **CHEM H112 CHEMICAL DYNAMICS**

*Stephen Podowitz-Thomas, Kelly Matz*

Natural Science (NA), Quantitative (QU)

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. Recitation Options: M 2-3 or Tu 9-10 or Tu 3-4. Prerequisite(s): Placement by the Chemistry Department (Offered Spring 2018)

#### **CHEM H113 INTENSIVE: CHEMICAL STRUCTURE AND BONDING**

*Jessica Stuart*

Natural Science (NA)

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. This is a more intensive offering of CHEM 111 designed for students with little or no experience in chemistry. (Offered Fall 2017)

#### **CHEM H114 INTENSIVE: CHEMICAL DYNAMICS**

*Helen White, Kelly Matz*

Natural Science (NA)

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. This is a more intensive offering of CHEM 112 designed for students with little or no experience in chemistry. Prerequisite(s): Placement by the Chemistry Department (Typically offered every spring)

#### **CHEM H115 CHEMICAL STRUCTURE AND BONDING WITH INQUIRY LAB**

*Robert Scarrow, Jessica Stuart*

Natural Science (NA)

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. 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. Three lectures, one lab period, and one laboratory planning meeting each week. Recitations are optional. (Offered Fall 2017)

#### **CHEM H151 CASE STUDIES IN CHEMISTRY: THE SCIENCE OF COLOR AND LIGHT**

*Stephen Podowitz-Thomas*

Natural Science (NA)

This course is intended for non-science majors. Have you ever wondered what makes the sky appear blue, an apple appear red, and the sun appear a yellowish white at midday? In this course, we will discuss the underlying physical processes that are involved in the production of light and the ways in which its interaction with matter leads to the colors we see in the objects that make up the world around us. The chemistry of the pigments in paints and the phosphors in LED and fluorescent light fixtures will be covered, along with current challenges and opportunities that advances in the design and chemistry of energy-efficient lighting technology have presented for the way in which we may control the colors of the objects that they light. We will also discuss the ways in which color scientists quantify color and the challenges that are

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involved in building a standardized system that is based on not only a physical, but also a physiological and potentially social phenomenon, whose perception may vary widely across and within populations. (Offered occasionally)

### **CHEM H222 ORGANIC BIOLOGICAL CHEMISTRY**

*Karin Åkerfeldt, Mark Stein*

Natural Science (NA)

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. One lab per week required. One recitation per week required. (Offered Fall 2017)

### **CHEM H225 ORGANIC REACTIONS AND SYNTHESIS**

*Robert Broadrup, Michael Kukla*

Natural Science (NA)

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. Recitation Options: Th 9-10 or F 1-2. Prerequisite(s): CHEM 111 or 115, & CHEM 112 & 222, or instructor consent. (Typically offered every spring)

### **CHEM H261 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY**

*Casey Londergan*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H262 RESEARCH TUTORIAL IN THEORETICAL CHEMISTRY**

*Joshua Schrier*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H263 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY**

*Frances Blase*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H264 RESEARCH TUTORIAL IN BIOORGANIC CHEMISTRY**

*Karin Åkerfeldt*

Natural Science (NA)

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(s): Instructor consent. (Typically offered every semester)

### **CHEM H265 RESEARCH TUTORIAL IN BIOINORGANIC CHEMISTRY**

*Robert Scarrow*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H267 RESEARCH TUTORIAL IN BIOLOGICAL CHEMISTRY**

*Louise Charkoudian*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

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### **CHEM H268 RESEARCH TUTORIAL IN ENVIRONMENTAL CHEMISTRY**

*Helen White*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H269 RESEARCH TUTORIAL IN MATERIALS SCIENCE**

*Alexander Norquist*

Natural Science (NA)

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(s): Instructor consent. (Offered Fall 2017)

### **CHEM H300A LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**

*Judith Owen*

Natural Science (NA)

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. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. Crosslisted: Biology, Chemistry; Prerequisite(s): Successful completion of BIOLH 200A and B with grades of 2.0 or higher, or instructor consent. (Offered Fall 2017)

### **CHEM H300B LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**

*Rachel Hoang*

Natural Science (NA)

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. Preference for a specific lab section will be given to students preregistering for that lab section; students who do not preregister will be assigned on a space available basis. Crosslisted: Biology, Chemistry; Prerequisite(s): Successful completion of BIOLH 200A and B with grades of 2.0 or higher, or instructor consent. (Typically offered every spring)

### **CHEM H301 LAB IN CHEMICAL STRUCTURE AND REACTIVITY**

*Robert Broadrup, Stephen Podowitz-Thomas*

Natural Science (NA)

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. (Offered Fall 2017)

### **CHEM H302 LAB IN CHEMICAL STRUCTURE AND REACTIVITY**

*Karin Åkerfeldt, Yang Yang*

Natural Science (NA)

Two lectures and two laboratory periods. An introduction to the methods of research in chemistry. Inorganic, organic, physical 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 instrumental analytical chemistry are particularly stressed.

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Instruments such as lasers, the 500 MHz NMR spectrometer, and the mass spectrometer combined with either gas or liquid chromatography are used by students, with faculty supervision. Prerequisite(s): CHEM 225 and 304, or instructor consent. (Typically offered every spring)

### **CHEM H304 STATISTICAL THERMODYNAMICS AND KINETICS**

*Joshua Schrier*

Natural Science (NA), Quantitative (QU)  
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. (Offered Fall 2017)

### **CHEM H305 QUANTUM CHEMISTRY**

*Yang Yang*

Natural Science (NA), Quantitative (QU)  
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(s): MATH 121 or 216, or instructor consent. (Typically offered every spring)

### **CHEM H320 CONCEPTS OF INORGANIC CHEMISTRY**

*Jessica Stuart*

Natural Science (NA)  
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(s): CHEM 225 or instructor consent. (Typically offered every spring)

### **CHEM H340 MOLECULAR SPECTROSCOPY: THEORETICAL ASPECTS OF BIOLOGICAL NMR SPECTROSCOPY**

*Staff*

Natural Science (NA)  
This course develops the main theoretical formalism for understanding modern NMR spectroscopy of biological macromolecules, including proteins and nucleic acids. (Offered occasionally)

### **CHEM H351 BIOINORGANIC CHEMISTRY**

*Robert Scarrow*

Natural Science (NA)  
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(s): CHEM 320 or instructor consent. (Typically offered every spring)

### **CHEM H352 TOPICS IN BIOPHYSICAL CHEMISTRY: NMR OF BIOMOLECULES**

*Staff*

Natural Science (NA)  
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. (Offered occasionally)

### **CHEM H353 TOPICS IN MATERIALS SCIENCE**

*Joshua Schrier*

Natural Science (NA)  
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

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materials, as well as superconductors and semiconductors. (Offered Fall 2017)

### **CHEM H354 SOLID STATE CHEMISTRY**

*Stephen Podowitz-Thomas*

Natural Science (NA)

Three lectures for one-half semester (one-half course credit). An examination of the reactivity of solids. Synthetic techniques and structural analyses will be emphasized. (Typically offered every spring)

### **CHEM H355 TOPICS IN ADVANCED ORGANIC CHEMISTRY**

*Mark Hilfiker*

Natural Science (NA)

Three lectures. Variable content, depending on the interests of students and faculty. Topics are selected in consultation with students electing the course. Previous topics have been modern synthetic methods, asymmetric synthesis, natural product chemistry, biosynthesis, chemistry of coenzymes, combinatorial approaches to synthesis, free radical chemistry, organic photochemistry, organometallic chemistry. Prerequisite(s): CHEM 222 or instructor consent. (Offered Fall 2017)

### **CHEM H357 TOPICS IN BIOORGANIC CHEMISTRY**

*Mark Hilfiker*

Natural Science (NA)

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. Prerequisite(s): CHEM 225 or instructor consent. (Offered Fall 2017)

### **CHEM H358 TOPICS IN ENVIRONMENTAL CHEMISTRY: LEAD IN OUR ENVIRONMENT**

*Robert Scarrow*

Natural Science (NA)

Lead is receiving increasing attention as a toxin in the water, soil and paint of our made environment. This course is aimed at understanding the chemistry of lead and how that chemistry has spawned apparently useful products (anti-knock gasoline additives, paints, and water pipes, for instance) that degrade in and contaminate the environment and result in neurological and other impairments through interactions with human biochemistry. Although the primary focus will be on the chemistry, we

will also discuss the evidence for public health effects and the various remediation strategies, as well as political debates about governmental, corporate and individual responsibility for engaging in such remediation. Students will be expected to lead and participate in discussions of primary and secondary literature papers and (in weekly homework assignments) to provide written summaries of and responses to these papers. Crosslisted: Chemistry, Environmental Studies Prerequisite(s): Three semesters of chemistry, through CHEM 222, or instructor consent. (Not offered 2017-18)

### **CHEM H361 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY**

*Casey Londergan*

Natural Science (NA)

Directed research in physical chemistry, condensed phase chemical physics, and biophysical chemistry, with emphasis on spectroscopic studies of site-specific environmental and conformational dynamics in peptides and proteins. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H362 RESEARCH TUTORIAL IN THEORETICAL CHEMISTRY**

*Joshua Schrier*

Natural Science (NA)

Directed research in computational and theoretical physical chemistry, with emphasis on development and application of methods for prediction of optical, electronic, and mechanical properties of organic and inorganic semiconductor nanostructures. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H363 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY**

*Frances Blase*

Natural Science (NA)

Directed research 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. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H364 RESEARCH TUTORIAL IN BIOORGANIC CHEMISTRY**

*Karin Åkerfeldt*

Natural Science (NA)

## CHEMISTRY

Directed research in bioorganic chemistry. Topics include protein structure-function relationship studies and the design and synthesis of a broad range of peptides, proteins and biologically inspired novel materials. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H365 RESEARCH TUTORIAL IN BIOINORGANIC CHEMISTRY**

*Robert Scarrow*

Natural Science (NA)

Topics include spectroscopic and kinetic studies of metalloproteins and inorganic coordination compounds. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H367 RESEARCH TUTORIAL IN BIOLOGICAL CHEMISTRY**

*Louise Charkoudian*

Natural Science (NA)

Topics include synthesis and reactivity of chiral platinum complexes; structural characterization of platinum oligonucleotide complexes by combined multidimensional NMR/computational methods. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H368 RESEARCH TUTORIAL IN ENVIRONMENTAL CHEMISTRY**

*Helen White*

Natural Science (NA)

Directed research in environmental chemistry, centered in the field of biogeochemistry, a multidisciplinary approach focused at understanding the chemical composition and processes of Earth's biosphere. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H369 RESEARCH TUTORIAL: MATERIALS SCIENCE**

*Alexander Norquist*

Natural Science (NA)

Topics include synthesis and structural characterization of organically templated microporous materials. Prerequisite(s): Instructor consent. (Offered Fall 2017)

### **CHEM H390 LABORATORY IN BIOCHEMICAL RESEARCH**

*Louise Charkoudian*

Natural Science (NA)

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. Crosslisted: Chemistry, Biology; Prerequisite(s): BIOL 300A and CHEM 301, or instructor consent. (Offered Spring 2018)

### **CHEM H391 DEPARTMENTAL SEMINAR**

*Joshua Schrier*

Natural Science (NA)

Presentation and discussion of current research topics in the various areas of chemistry by faculty, students and outside speakers. Seminar will begin at 2:45 p.m. during the second semester. One meeting per week throughout the year (one-half course credit). (Offered Fall 2017)

### **CHEM H480 INDEPENDENT STUDY**

*Staff*

Natural Science (NA)

(Offered occasionally)

# CHILD AND FAMILY STUDIES (BRYN MAWR)

[brynmawr.edu/childfamilystudies](http://brynmawr.edu/childfamilystudies)

The Child and Family Studies (CFS) minor provides a curricular mechanism for interdisciplinary work focused on the contributions of biological, familial, psychological, socioeconomic, political, and educational factors to child and family well-being. The minor not only addresses the life stages and cultural contexts of infancy through adolescence but also includes issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, representation, and voice of children in society and culture.

Students may complete a Child and Family Studies minor as an adjunct to any major at Bryn Mawr, Haverford or Swarthmore pending approval of the student's coursework plan by the Director of Child and Family Studies, Leslie Rescorla.

## MINOR REQUIREMENTS

The minor comprises six courses: one gateway course (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, EDUC 200 Critical Issues in Education, or SOCL 201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

Students craft a pathway in the minor as they engage in course selection through ongoing discussions with the CFS Director. Sample pathways might include: political science/child and family law; sociology/educational policy; child and family mental health; depictions of children/families in literature and film; child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender issues affecting children and families; social justice/diversity issues

affecting children and families; or economic factors affecting children and families.

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience related to Child and Family Studies. Students are expected to discuss their placement choices with the CFS Director.

To foster the interdisciplinary nature of Child and Family Studies, students enrolled in the minor must also complete the following requirements:

- Attendance at periodic CFS evening meetings for discussion sessions, guest speakers, "minor teas", etc.
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices).

## COURSES THAT CAN BE COUNTED TOWARD THE CHILD AND FAMILY STUDIES MINOR

### *Bryn Mawr College Courses and Seminars*

ANTH 102 Introduction to Cultural Anthropology  
ANTH 268 Cultural Perspectives on Marriage and Family

ANTH 279 Anthropology of Childhood and Youth  
ANTH 312 Anthropology of Reproduction

ARTS 269 Writing for Children

EDUC 200 Critical Issues in Education

EDUC 210 Perspectives on Special Education

EDUC 260 Multicultural Education

EDUC 266 Schools in American Cities

EDUC 302 Practice Teaching Seminar

EDUC 311 Fieldwork Seminar

ENGL 247 Shakespeare's Teenagers

ENGL 270 American Girl: Childhood in U.S.

## CHILD AND FAMILY STUDIES (BRYN MAWR)

Literatures, 1690-1935  
POLS 375 Gender, Work and Family  
PSYC 203 Educational Psychology  
PSYC 206 Developmental Psychology  
PSYC 209 Abnormal Psychology  
PSYC 250 Autism Spectrum Disorders  
PSYC 303 Portraits of Maladjustment  
PSYC 322 Culture and Development  
PSYC 340 Women's Mental Health  
PSYC 346 Pediatric Psychology  
PSYC 350 Developmental Cognitive Disorders  
PSYC 351 Developmental Psychopathology  
PSYC 375 Movies and Madness  
SOCL 102 Society, Culture, and the Individual  
SOCL 201 The Study of Gender in Society  
SOCL 205 Social Inequality  
SOCL 217 The Family in Social Context  
SOCL 225 Women in Society  
SOCL 229 Black America in Sociological Perspective  
SOCL 258 Sociology of Education  
SOCL 266 Schools in American Cities  
SOWK 552 Perspectives on Inequality  
SOWK 554 Social Determinants of Health  
SOWK 571 Education Law for Social Workers  
SOWK 574 Child Welfare Policy, Practice, and Research  
SOWK 575 Global Public Health

### ***Haverford College Courses and Seminars***

ANTH 103 Introduction to Anthropology  
ANTH 209 Anthropology of Education  
ANTH 263 Anthropology of Space: Housing and Society  
EDUC 200 Critical Issues in Education  
EDUC 275 English Learners in the U.S  
PSYC 215 Introduction to Personality Psychology.  
PSYC 223 Psychology of Human Sexuality  
PSYC 335 Self & Identity  
SOCL 204 Medical Sociology  
SOCL 226 Sociology of Gender

### ***Swarthmore College Courses and Seminars***

ED 14 Introduction to Education  
ED 21/Psych 21 Educational Psychology  
ED 23/Psych 23 Adolescence  
ED 23A Adolescents and Special Education  
ED 26/Psych 26 Special Education  
ED 42 Teaching Diverse Young Learners  
ED 45 Literacies and Social Identities  
ED 53 Language Minority Education  
ED 64 Comparative Education  
ED 68 Urban Education  
ED 70 Outreach Practicum

ED 121 Psychology and Practice Honors Seminar  
ED 131 Social and Cultural Perspectives Honors Seminar  
ED 151 Literacies Research Honors Seminar  
ED 167 Identities and Education Honors Seminar  
PSYC 35 Social Psychology  
PSYC 39 Developmental Psychology  
PSYC 41 Children at Risk  
PSYC 50 Developmental Psychopathology  
PSYC 55 Family Systems Theory and Psychological Change  
PSYC 135 Advanced Topics in Social and Cultural Psychology

## FACULTY

### **Leslie Rescorla**

Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child and Family Studies and the Director of the Child Study Institute

### ***Affiliated Faculty:***

#### **Dustin Albert**

Assistant Professor of Psychology

#### **Marissa Golden**

Associate Professor of Political Science on the Joan Coward Chair in Political Economics

#### **Alice Lesnick**

Director and Term Professor in the Bryn Mawr/Haverford Education Program and Faculty Convener of International Programs

#### **Heejung Park**

Assistant Professor of Psychology

#### **Deborah Roberts**

Professor of Classics and Comparative Literature, Haverford College

#### **Marc Schulz**

Chair and Professor of Psychology and Rachel C. Hale Professor in the Sciences and Mathematics

#### **Janet Shapiro**

Dean and Professor of Social Work and Director of the Center for Child and Family Wellbeing

## COURSES

### **ANTH B102 INTRODUCTION TO CULTURAL ANTHROPOLOGY**

*Melissa Pashigian, Leigh Campoamor*

## CHILD AND FAMILY STUDIES (BRYN MAWR)

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Offered Spring 2018)

### **ANTH B279 ANTHROPOLOGY OF CHILDHOOD AND YOUTH**

*Leigh Campoamor*

This course will challenge you to think about childhood and youth as a diverse global experience by exploring a set of fundamental questions. How do children's daily lives differ from place to place, and how are race, class and gender linked to discourses and experiences of childhood? How do children stand in as symbols for broader political and cultural concerns? The course will explore these questions by considering the ways childhood is constructed and experienced in relation to controversial topics such as education, labor, migration, human rights, violence, consumerism, and media. (Offered Fall 2017)

### **ANTH B312 ANTHROPOLOGY OF REPRODUCTION**

*Melissa Pashigian*

An examination of social and cultural constructions of reproduction, and how power and politics in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH B102 (or ANTH H103) or permission of instructor. (Not offered 2017-2018)

### **EDUC B200 CRITICAL ISSUES IN EDUCATION**

*Jody Cohen*

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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). (Offered Spring 2018)

### **EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION**

*Debbie Flaks*

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students' learning profiles affect their ability to learn in school from a functional perspective; how and why students' educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students' needs in an inclusive classroom. Two hours of fieldwork per week required. (Offered Fall 2017)

### **EDUC B266 SCHOOLS IN AMERICAN CITIES**

*Kelly Gavin Zuckerman*

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). (Offered Spring 2018)

### **EDUC B302 PRACTICE TEACHING SEMINAR**

*Heather 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. (Offered Spring 2018)

### **ENGL B270 AMERICAN GIRL: CHILDHOOD IN U.S. LITERATURES, 1690-1935**

*Bethany Schneider*

This course will focus on the “American Girl” as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning. (Offered Spring 2018)

## CHILD AND FAMILY STUDIES (BRYN MAWR)

### **POLS B375 GENDER, WORK AND FAMILY** *Staff*

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family. (Not offered 2017-2018)

### **PSYC B203 EDUCATIONAL PSYCHOLOGY** *Kimberly Cassidy*

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. Prerequisite: PSYC B105 (Introductory Psychology). (Offered Fall 2017)

### **PSYC B206 DEVELOPMENTAL PSYCHOLOGY**

*Dustin Albert*

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYC B105 or PSYC H100. (Offered Fall 2017)

### **PSYC B209 ABNORMAL PSYCHOLOGY** *Staff*

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what

are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100). (Not offered 2017-2018)

### **PSYC B250 AUTISM SPECTRUM DISORDERS**

*Robert Wozniak*

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105). (Offered Spring 2018)

### **PSYC B303 PORTRAITS OF MALADJUSTMENT IN CLASSIC CHILDREN'S NOVELS**

*Staff*

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as *The Secret Garden*. In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology. (Not offered 2017-2018)

### **PSYC B322 CULTURE AND DEVELOPMENT**

*Heejung Park*

## CHILD AND FAMILY STUDIES (BRYN MAWR)

This course focuses on adolescents and their families in cultural, social, and ecological contexts. Topics include family dynamics, parent-adolescent relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC 105, and PSYC 206 or PSYC 224. (Offered Spring 2018)

### **PSYC B351 DEVELOPMENTAL PSYCHOPATHOLOGY**

*Staff*

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209. (Not offered 2017-2018)

### **PSYC B375 MOVIES AND MADNESS: ABNORMAL PSYCHOLOGY THROUGH FILMS**

*Leslie Rescorla*

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209. (Offered Fall 2017)

### **SOCL B201 THE STUDY OF GENDER IN SOCIETY**

*Piper Sledge*

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (Offered Fall 2017)

### **SOCL B217 THE FAMILY IN SOCIAL CONTEXT**

*Staff*

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.

(Not offered 2017-2018)

### **SOCL B225 WOMEN IN SOCIETY**

*Veronica Montes*

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development. (Offered Spring 2018)

### **SOCL B229 BLACK AMERICA IN SOCIOLOGICAL PERSPECTIVE**

*Staff*

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied

## **CHILD AND FAMILY STUDIES (BRYN MAWR)**

covert modern forms of racial discrimination; and the role of race in American politics. (Not offered 2017-2018)

### **SOCL B258 SOCIOLOGY OF EDUCATION**

*David Karen*

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis II course; placements are in local schools. (Offered Fall 2017)

# CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

[brynmawr.edu/archaeology](http://brynmawr.edu/archaeology)

The Department of Classical and Near Eastern Archaeology trains undergraduates and graduate students in the archaeology of the Mediterranean and Middle Eastern worlds. The 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.

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. The Ella Riegel Memorial Collection of over 6,000 artifacts is used in instruction. Students are encouraged to study material for research and to volunteer with the College Collections staff, who manage the collection.

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.

### Concentration Requirements

- Two 100-level units from Anthropology, Classical and Near Eastern Archaeology (including ARCH 135, a half-credit course) or

## **CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)**

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).

### **REQUIREMENTS FOR 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.

### **ANNUAL FIELD TRIP**

From 2015/6 onwards the Department will be organizing an annual field trip for registered majors in their Junior Year. The trip will involve a city (e.g., Athens or Rome) which features in our teaching program, or a city which contains relevant museums (e.g., London, Paris, Berlin). Details for the upcoming trip will be made available at the beginning of the fall

semester. The airfare and accommodations costs are covered by the Department.

### **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 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.

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

### 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

#### Alice Donohue

Rhys Carpenter Professor of Classical and Near Eastern Archaeology

#### Astrid Lindenlauf

Associate Professor

#### Peter Magee (*on leave Spring 2018*)

Chair and Professor

#### Susanna McFadden

Visiting Assistant Professor

### COURSES

#### ARCH B101 INTRODUCTION TO EGYPTIAN AND NEAR EASTERN ARCHAEOLOGY

*Staff*

A historical survey of the archaeology and art of the ancient Near East and Egypt. (Not offered

2017-2018)

#### ARCH B102 INTRODUCTION TO CLASSICAL ARCHAEOLOGY

*Astrid Lindenlauf*

A historical survey of the archaeology and art of Greece, Etruria, and Rome. (Offered Spring 2018)

#### ARCH B104 ARCHAEOLOGY OF AGRICULTURAL AND URBAN REVOLUTIONS

*Staff*

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. (Not offered 2017-2018)

#### ARCH B110 THE WORLD THROUGH CLASSICAL EYES

*Alice Donohue*

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the *oikoumene*, the "inhabited world." (Offered Fall 2017)

#### ARCH B125 CLASSICAL MYTHS IN ART AND IN THE SKY

*Staff*

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. (Not offered 2017-2018)

#### ARCH B135 FOCUS: ARCHAEOLOGICAL FIELDWORK AND METHODS

*Astrid Lindenlauf*

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

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

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. (0.5 credits) (Offered Fall 2017)

### **ARCH B137 FOCUS: INTRODUCTION INTO PRINCIPLES OF PRESERVATION & CONSERVATION**

*Staff*

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. (0.5 credits) (Not offered 2017-2018)

### **ARCH B203 ANCIENT GREEK CITIES AND SANCTUARIES**

*Staff*

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. (Not offered 2017-2018)

### **ARCH B204 ANIMALS IN THE ANCIENT GREEK WORLD**

*Staff*

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. (Not offered 2017-2018)

### **ARCH B205 GREEK SCULPTURE**

*Alice Donohue*

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. (Offered Fall 2017)

### **ARCH B206 HELLENISTIC AND ROMAN SCULPTURE**

*Staff*

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. (Not offered 2017-2018)

### **ARCH B211 THE ARCHAEOLOGY AND ANTHROPOLOGY OF RUBBISH AND RECYCLING**

*Astrid Lindenlauf*

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. (Offered Fall 2017)

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

### **ARCH B215 CLASSICAL ART**

#### *Staff*

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted. (Not offered 2017-2018)

### **ARCH B217 CAPTIVE GREECE, CAPTOR ROME?**

#### *Alice Donohue*

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era through the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature. (Offered Spring 2018)

### **ARCH B226 ARCHAEOLOGY OF ANATOLIA**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B230 ARCHAEOLOGY AND HISTORY OF ANCIENT EGYPT**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B238 LAND OF BUDDHA: THE ARCHAEOLOGY OF SOUTH ASIA, FIRST MILLENIUM B.C.E.**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B240 ARCHAEOLOGY AND HISTORY OF ANCIENT MESOPOTAMIA**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B244 GREAT EMPIRES OF THE ANCIENT NEAR EAST**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B252 POMPEII**

#### *Staff*

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. (Not offered 2017-2018)

### **ARCH B254 CLEOPATRA**

#### *Staff*

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

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

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*. (Not offered 2017-2018)

### ARCH B260 DAILY LIFE IN ANCIENT GREECE AND ROME

*Staff*

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. (Not offered 2017-2018)

### ARCH B301 GREEK VASE-PAINTING

*Astrid Lindenlauf*

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. (Offered Spring 2018)

### ARCH B303 CLASSICAL BODIES

*Staff*

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and

the formulation of the "classical ideal" in antiquity and later times. (Not offered 2017-2018)

### ARCH B304 ARCHAEOLOGY OF GREEK RELIGION

*Staff*

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. (Not offered 2017-2018)

### ARCH B305 TOPICS IN ANCIENT ATHENS

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### ARCH B306 MONUMENTAL PAINTING

*Susanna McFadden*

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered. (Offered Fall 2017)

### ARCH B308 CERAMIC ANALYSIS

*Staff*

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

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)

and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor. (Not offered 2017-2018)

### **ARCH B312 BRONZE AGE INTERNATIONALISM**

*Staff*

This course explores the rise and fall of the first international age in the eastern Mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200 BCE. Prerequisites: ARCH B101 or B216 or B226 or B230 or B240 or B244. (Not offered 2017-2018)

### **ARCH B314 ANCIENT GREEK SEAFARING AND SHIPWRECKS**

*Staff*

This course examines the diverse evidence for ancient Greek seafaring and shipwrecks in the Mediterranean Sea from prehistory to the beginning of the Roman Empire. By focusing on archaeological, literary, iconographic, and epigraphic evidence, the course explores ancient Greek, Phoenician, Etruscan, and Roman interconnections in the Mediterranean Sea, through special attention to trade routes, commerce, colonization, economy, naval and maritime technology, cultural interactions, sea exploration, and piracy. (Not offered 2017-2018)

### **ARCH B316 TRADE AND TRANSPORT IN THE ANCIENT WORLD**

*Peter Magee*

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. (Offered Fall 2017)

### **ARCH B329 ARCHAEOLOGY AND NATIONAL IMAGINATION IN MODERN GREECE**

*Staff*

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 2017-2018)

### **ARCH B359 TOPICS IN CLASSICAL ART AND ARCHAEOLOGY**

*Alice Donohue*

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities. Current topic description: TA research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities. (Offered Spring 2018)

### **ARCH B398 SENIOR SEMINAR**

*Astrid Lindenlauf*

A weekly seminar on topics to be determined with assigned readings and oral and written reports. (Offered Fall 2017)

### **ARCH B399 SENIOR SEMINAR**

*Staff*

A weekly seminar on common topics with assigned readings and oral and written reports. (Offered Spring 2018)

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY (BRYN MAWR)**

**ARCH B403 SUPERVISED WORK**

*Staff*

Supervised Work

(Offered Fall 2017 and Spring 2018)

# 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?

By engaging with the ideas of antiquity, we join the long history of rich and varied dialogues between the ancient and post-classical worlds. Exploration within these other worlds allows students to consider and challenge concepts of cultural inheritance, canonicity, and tradition. Latin and Greek in particular equip students with a greater facility in understanding the potential and limitations of language itself. As Theodor Seuss Geisel (i.e. Dr. Seuss) put it, Classics “allows you to adore words, take them apart and find out where they came from.”

One of the greatest benefits of Classics—as major, minor, or single class experiment—is the bracing experience of encountering through text and across a vast gulf of time people who are at once familiar and strange. Clearly influential on how we think, act and feel and yet radically different from us. With honest and critical engagement this encounter can leave us changed as freer and more powerful thinkers.

Such training can also enrich study in other

disciplines, most notably related fields like philosophy, comparative literature, and history, where knowledge of the enduring character of Classical models can provide valuable insights. For the same reason a student’s prior interests and knowledge can provide illumination and even find completion in the study of the ancient world.

Studying Classics prepares our students for a variety of careers after graduation. Some have pursued advanced degrees in Classics or related fields (e.g. archaeology, religion, comparative literature, medieval studies); others have studied medicine or law; still others have chosen careers in journalism, in business, in technology, in publishing, in social work, in museum curatorship, and in secondary education.

## LEARNING GOALS

- Students will learn ancient Greek or Latin (or both), cultivating an urgent connoisseurship of the word. Through this “love for words upon words, words in continuation and modification” (Eudora Welty), we acquire the power to analyze and interpret the foundational texts of western philosophy, history, oratory, fiction, and poetry in their original forms.
- Students will connect with thought-provoking and influential texts from antiquity, embracing “this rich source of delight” (Thomas Jefferson) and considering the benefits of the canon—and its dangers.
- 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” (ὁ δὲ 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 ῥητῆρ’ 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*

## CLASSICS

*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 the Department of Classical and Near Eastern Archaeology at Bryn Mawr.

### MAJOR REQUIREMENTS

#### **Classical Culture and Society**

Haverford's major and minor in Classical Culture and Society offers students the opportunity to explore life in Classical antiquity in all of its dimensions—from language, to literature, to history, philosophy, archaeology, and more—as well as its impact on later cultural traditions. 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 semesters in either Latin or Greek beyond the elementary level.
- One course in Greek or Roman history.
- Three courses in an area of concentration (Literature & the Classical Tradition, Philosophy & Religion, Archaeology & Art History, or History & Society), at least two of which must be at the 200 level or above.
- Three electives in Classical Studies, at least one of which must be in history & society (except in the case of History & Society concentrators).
- Completion of the Majors' Reading List (see departmental website).
- Senior Seminar and Thesis (398/399).

#### **Classical Languages**

Haverford's Classical Languages major offers students the opportunity to gain proficiency in both Greek and Latin and to explore Classical texts and the literary, historical, and philosophical contexts in which they emerged.

- 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 Majors' Reading List (see departmental website).
- 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, computer science or music—indeed, almost any discipline that the student can connect to their intellectual interests as complementary of their language studies.

- Six courses beyond the introductory level in one 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.
- Completion of the Majors' Reading List (see departmental website).
- Senior Seminar and Thesis (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 the 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, the Concentration in Geoarchaeology is offered together with

## CLASSICS

coursework and laboratory training in geographic information systems.

### Majors' Reading List

The Majors' Reading List consists of a group of essential 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 different 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. For most works a particular translation or translations is suggested on the department website, but if students would like to read a different version, they may consult with any faculty member to learn whether the translation is a reasonable alternative. (The list is posted on the departmental website.)

## MINOR REQUIREMENTS

### 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.

### Greek

Six semester courses in Greek, 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.

### Latin

Six semester courses in Latin, 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.

## SENIOR PROJECT

The senior experience in the Department of Classics builds towards the writing of a senior thesis (typically 35 to 45 pages) on a topic of the student's choice, under the guidance of two faculty members. In their theses, Classics students present original work based on serious and extensive research, extending knowledge

about antiquity and its reception in innovative and illuminating ways.

Senior Seminar, a weekly course conducted during the fall semester, provides a forum in which students are introduced to a variety of theoretical approaches, further develop the ability to read and critique scholarship, and learn about resources for research in the field; it also gives them an opportunity to craft an interesting and appropriate question that they will explore in the thesis they write during the spring semester.

### Senior Project Learning Goals

In the process of writing the senior thesis, students should acquire and demonstrate:

- the ability to craft an interesting and appropriate question in order to make a new contribution to the field of Classics.
- the ability to read relevant ancient texts, in the original languages as appropriate, and to discuss and analyze aspects of Classical culture.
- a familiarity with relevant modern scholarship and engagement with the methods and standards of the discipline of Classics.
- the ability to develop an article-length paper, consisting of original work, under the mentorship of two faculty.

### Senior Project Assessment

The thesis is evaluated on the following criteria:

- **Conceptualization of an original research question**  
Students strive to acknowledge and explore the full implications of an innovative thesis question. Students demonstrate with depth and precision the importance of the question and what is at stake in answering it.
- **Familiarity with and understanding of primary texts**  
Students engage primary sources to answer their research question. Their primary evidence is well organized, exhaustive, and integrated with the continuing scholarly conversation to which they are contributing. Students strive to display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.
- **Engagement with secondary literature**  
Students demonstrate comprehensive mastery of scholarly literature as it pertains to

## CLASSICS

the thesis topic by synthesis of and contribution to the scholarly conversation.

- **Methodological and theoretical approach**  
Students ground their theses in current knowledge about antiquity, demonstrating a thorough understanding of relevant methodological and theoretical issues.
- **Quality of argument**  
Students construct a well-reasoned, well structured, and clearly expressed argument; the line of thought emerges clearly, and the conclusions are persuasive.
- **Clarity of writing**  
Writing is consistently engaging, clear, well organized, and enjoyable to read.
- **Oral presentation**  
At the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions.

## REQUIREMENTS FOR HONORS

Students demonstrating superior performance in course work in the major and on the senior thesis will be eligible for departmental honors. To qualify for honors, students must have a cumulative GPA of at least 3.7 in their major courses (3.85 for high honors) and earn a grade of at least 3.7 on the senior thesis (3.85 for high honors).

## STUDY ABROAD

The Classics Department encourages its students to study abroad in Greece or Italy, usually for a semester in their junior year. Students interested in studying abroad should talk to a member of the Classics faculty. For further information about studying abroad at Haverford, visit the Study Abroad website.

The most popular programs in Greece and Italy include:

### College Year in Athens

College Year in Athens, or CYA, is a study abroad program focused upon the history and civilization of Greece and the East Mediterranean region. Its mission is to offer each student an academically rigorous program of studies combined with the vibrant experience of day-to-day contact with people, monuments, and landscape of Greece.

### Intercollegiate Center for Classical Studies in Rome

At the “Centro” students can study Latin, Greek, Italian, art history, and the ancient city in Rome; they also take field trips in Rome, Pompeii, and Sicily.

Students planning on studying abroad at the Centro are strongly encouraged to take Roman History (or equivalent) before applying.

## PRIZES

The department awards a number of prizes, grants, and fellowships.

### Departmental Classics Prizes

- **The Daniel Gillis and Joseph Russo Prize** is awarded for the best essay in Classical Studies.
- **The William K. Baker Prize in Greek** is presented by the Classics Department.
- **The Howard Comfort Prize in Latin** is presented by the Classics Department.
- **The Class of 1896 Prize in Latin for Sophomores** is awarded to the sophomore who has done the best work in Latin.
- **The Class of 1902 Prize in Latin for First-years** is awarded to the first-year who has done the best work in the Department.
- **The Mark L. Hepps Prize** is awarded in memory of Mark Larry Hepps '79. This prize is awarded for diligence in the study of elementary Latin.
- **CAMWS Award for Outstanding Accomplishment in Classical Studies.**

### Utraque Lingua Grants

The Utraque Lingua Grants support further study of Latin and Greek by Haverford students.

### Fellowships

- Augustus Taber Murray Research Fellowships
- Mellon Mays Undergraduate Fellowship

## SPECIAL PROGRAMS

The department's extra-curricular life includes visiting speakers, occasional expeditions to plays or museums in Philadelphia and New York City, the annual Bi-College ORALiTea (an occasion for the recitation of Greek & Latin literature), annual public marathon readings of Classical texts, Latin scavenger hunts, student reading groups and other departmental convivia.

## CLASSICS

The faculty encourages and supports events that are organized by students. Bryn Mawr hosts a weekly Classics Tea and Colloquium featuring visiting lectures.

### FACULTY

#### **Charlie Kuper**

Visiting Assistant Professor

#### **Bret Mulligan**

Chair and Associate Professor

#### **Deborah Roberts**

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

#### **Hannah Silverblank**

Visiting Assistant Professor

### COURSES IN CLASSICAL STUDIES NOT REQUIRING GREEK OR LATIN

#### **CSTS H119 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS**

*Bret Mulligan*

Humanities (HU)

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 play Athenian characters to 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.

Crosslisted: Classical Studies, PJHR (Offered Fall 2017)

#### **CSTS H121 ROMAN REVOLUTIONS**

*Bret Mulligan*

Humanities (HU)

An introduction to what it meant to be a Roman by exploration what made the Romans revolutionary (in politics, military, philosophy, literature, art, and more) in their time and of lasting influence thereafter. The course culminates in a three-week role playing game, in which you will embody a particular Roman persona during a particular socio-political flashpoint in 63 BCE. (Offered every other year)

#### **CSTS H205 THE HISTORY OF HEALING: MEDICINE AND DISEASE IN CLASSICAL ANTIQUITY**

*Staff*

Humanities (HU)

An introduction to the development of medicine from Ancient Greek and Roman sources. The aim is to explore various models of causality for disease and different approaches to healing.

Readings will be primarily from the Hippocratic corpus and Galen. Crosslisted: Classical Studies, Health Studies (Not offered 2017-18)

#### **CSTS H209 CLASSICAL MYTHOLOGY**

*Hannah Silverblank*

Humanities (HU)

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film.

Crosslisted: Classical Studies, Comparative Literature, Religion (Offered Spring 2018)

#### **CSTS H212 REFASHIONING THE CLASSICS: VOICING MYTH**

*Hannah Silverblank*

Humanities (HU)

This course interrogates the relationships between classical myths and their revoicings. We explore various strands of reception theory in order to discuss the dynamics between different versions of myths, placing emphasis on myths that take voice as a central theme. Crosslisted: Classical Studies, Comparative Literature (Typically offered every three years)

#### **CSTS H2XX NARRATIVES OF ETHICAL LEADERSHIP FROM THE PAST**

*Charlie Kuper*

Humanities (HU)

Larger-than-life individuals from antiquity such as Socrates, Alexander the Great, Julius Caesar, and St Anthony provide powerful (and contradictory) examples of leadership in all of its facets. Socrates' refusal to escape from his unjust condemnation, Caesar's decision to pardon many of his political enemies, and Anthony's public display of civil disobedience are all fruitful examples for discussion of different modes of ethical leadership. In addition to gaining an understanding of the complexity of ancient thought on leadership and exemplarity, students

## CLASSICS

will be well equipped to apply what they learn to the modern world. (Offered Spring 2018)

### **CSTS H227 RACE AND ETHNICITY IN THE CLASSICAL WORLD**

*Staff*

Humanities (HU)

This course investigates ancient thinking about race and ethnicity, as represented in the literature of the ancient Mediterranean through such authors as Homer, Herodotus, Aeschylus, Aristotle, Vergil, Caesar, and Tacitus. Crosslisted: Classical Studies, Comparative Literature, PJHR (Not offered 2017-18)

### **CSTS H290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY**

*Deborah Roberts*

Humanities (HU)

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.

Crosslisted: Classical Studies, Comparative Literature, English; Prerequisite(s): Sophomore standing or instructor consent. (Offered occasionally)

### **CSTS H293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE**

*Deborah Roberts*

Humanities (HU)

An exploration of the theory and practice of translation: from language to language, from culture to culture, and from medium to medium. We will consider different approaches to translation in theoretical writings and in case studies drawn from works in different languages, with attention to changing views and to areas of controversy. Assignments will include both

papers and translations, and students may develop translation projects of their own. Crosslisted: Comparative Literature, Classical Studies Prerequisite(s): Student must be at least at the intermediate level in at least one language other than English. (Offered Fall 2017)

### **CSTS B398 SENIOR SEMINAR**

*Staff*

Humanities (HU)

A bi-college seminar focused on refining the ability to read, discuss, and analyze classical culture and the scholarship of various sub-fields of Classical Studies (e.g. literature, religion, philosophy, law, social history), leading towards the completion of a prospectus for the senior thesis. (Offered Fall 2017 at Bryn Mawr)

### **CSTS H399 SENIOR SEMINAR**

*Staff*

Humanities (HU)

Independent work on the senior thesis and meetings with the thesis advisor. (Offered Spring 2018)

### **CSTS H480 TEACHING APPRENTICE**

*Staff*

Humanities (HU)

(Offered every semester)

## **GREEK COURSES**

### **GREK H001 ELEMENTARY GREEK**

*Hannah Silverblank*

Humanities (HU)

This two-semester course provides an introduction to the ancient Greek language and to the reading of ancient Greek literature; from the beginning we will be reading not only sentences designed to give students practice but actual excerpts from ancient prose and poetry. We should be able to finish the basics by about the middle of the spring semester, and will spend the rest of the year reading and discussing Plato's *Crito*, in which Socrates defends his decision not to escape from prison and a death sentence, and Lysias' first oration, a speech for the defense in a trial that sheds interesting light on Athenian domestic life. (Offered Fall 2017)

### **GREK H002 ELEMENTARY GREEK**

*Staff*

Humanities (HU)

Completion of the basics of ancient Greek, followed by readings in Lysias and Plato. This is

## CLASSICS

the second semester of a year-long course.  
(Offered Spring 2018)

### **GREK H101 INTRODUCTION TO GREEK LITERATURE: HERODOTUS AND GREEK LYRIC**

*Charlie Kuper*

Humanities (HU)

This intermediate Greek course features Herodotus' *Histories*, a sweeping investigation into why the massive, wealthy, multiethnic empire of Persia and the fractious Greeks came into conflict. We also read poems by lyric poets, including the acid-tongued Archilochus and Sappho, whose songs of love, lust, and longing have shaped subsequent discourses on desire and the feminine voice. This course, which explores themes of war and peace, love and hate, self and other, monsters and marvels, also lays the foundation for reading Homer in the spring. Prerequisite(s): GREK 002 or equivalent, or instructor consent. (Offered Fall 2017)

### **GREK B104 INTRODUCTION TO GREEK POETRY: HOMER**

*Hannah Silverblank*

Humanities (HU)

This course serves both as an intermediate language class (aimed at developing reading fluency in Homeric Greek) and as an introduction to Greek poetry through the work of Homer; we will read selections from the *Iliad* in Greek (and the poem as a whole in English). Class time will include both translation and discussion, with attention to such topics as narrative structure, the voice of the singer/narrator, the figure of the hero, Homeric society and its values, the treatment of battle and war, and the relationship between gods and humans. We will also consider the "Homeric question," oral composition and its implications, Homeric language, and special features of Homeric style: type scene, ring composition, formula, and simile. We will look at different translations of the *Iliad*, and at the ways in which the poem has been read (and rewritten) at different times; we will also practice reading aloud in the dactylic hexameter meter of the *Iliad*. Prerequisite(s): GREK 101 or equivalent, or instructor consent. (Offered Spring 2018 at Bryn Mawr)

### **GREK B201 ADVANCED GREEK: PLATO AND THUCYDIDES**

*Staff*

Humanities (HU)

The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers. Suggested Prerequisite(s): At least two years of college Greek or the equivalent. (Offer Fall 2017 at Bryn Mawr)

### **GREK H202 ADVANCED GREEK: TRAGEDY**

*Deborah Roberts*

Humanities (HU)

In this course we read two of the surviving works of fifth century Greek tragedy, Aeschylus's *Prometheus Bound* and Sophocles's *Philoctetes*, with selected critical essays and background reading in other plays. Class time will be divided between translation and discussion, with attention not only to themes specific to each tragedy but also to such common topics as: the playwright's treatment of the inherited myth; the way in which the drama tells its story; the role and nature of the chorus; characterization and the connections between characters; the relationship of divine and human; the role of prophecy; choice, justice and retribution; political resonances; performance issues; and the language of dialogue and of choral ode. Class will also include practice reading aloud in the meter of dialogue and in some of the simpler choral meters and discussion of different translations of selected passages. Prerequisite(s): Two Greek courses at the 100 level or above, or instructor consent. (Offered Spring 2018)

### **GREK H480 TEACHING APPRENTICE**

*Staff*

Humanities (HU)

(Offered every semester)

## LATIN COURSES

### **LATN H001 ELEMENTARY LATIN**

*Bret Mulligan*

Humanities (HU)

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. (Offered Fall 2017)

## CLASSICS

### **LATN H002 ELEMENTARY LATIN**

*Bret Mulligan*

Humanities (HU)

Completion of the introduction to the Latin language, with readings in prose and poetry. (Offered Spring 2018)

### **LATN H101 INTRODUCTION TO LATIN LITERATURE: FRIENDS AND ENEMIES OF ROME**

*Bret Mulligan*

Humanities (HU)

This is both an intermediate Latin course and an introduction to the study of Latin literature and culture. Readings will span a range of works in prose and poetry, including inscriptions and other material evidence for Roman culture. The focus of inquiry will be on understanding Roman identity—their hopes, fears, achievements, and follies—by studying how they described friendship and their friends, and those enemies who resisted the Roman order, from the founding of the city, through its near destruction by Hannibal, and its cannibalization during the Civil Wars. The course will conclude with a brief historical simulation in which you will debate the fate of Rome as a Roman senator. Prerequisite(s): LATN 002 or equivalent, or instructor consent. (Offered Fall 2017)

### **LATN H102 INTRODUCTION TO LATIN LITERATURE: THE LANGUAGE OF LOVE AND HATE IN THE ROMAN REPUBLIC**

*Charlie Kuper*

Humanities (HU)

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. Prerequisite(s): LATN 101 or BMC 003 or instructor consent for students with very strong HS prep. (Offered Spring 2018)

### **LATN H201 ADVANCED LATIN LITERATURE: VERGIL**

*Bret Mulligan*

Humanities (HU)

Few poems have been read steadily for over 2,000 years. Fewer still have become a school text soon after publication and a 'classic' of the Western canon, exerting a major influence on European literature, art, and politics. This course

will attempt to review the enduring appeal of Vergil's *Aeneid* through study of all aspects of the work, from its engagement with the literary tradition to its relation to the Augustan ideology to the author's unique language, imagery, and poetic style. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Typically offered every other year)

### **LATN B202 ADVANCED LATIN LITERATURE: LATIN OF THE EMPIRE**

*Staff*

Humanities (HU)

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. This is a topics course, course content varies. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Offered Spring 2018 at Bryn Mawr)

### **LATN H206 ADVANCED LATIN LITERATURE: POSTCLASSICAL LATIN**

*Bret Mulligan*

Humanities (HU)

An investigation of one or more historical, cultural, or literary questions drawn from the 95% of Latin literature that was produced after Classical antiquity. We will read a variety of texts, in different genres and from various times. Recent topics have included: centonic literature, the epistolary exchange between Abelard and Heloise, the Latin of New Spain, and Philadelphia Latin. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Typically offered every other year)

### **LATN H211 ADVANCED LATIN LITERATURE: FRIENDSHIP**

*Charlie Kuper*

Humanities (HU)

This is an advanced reading course in Latin literature focusing on the topic of friendship. Texts will include Cicero's *Laelius*, poetry composed by Horace and Maecenas (among others), dedicatory inscriptions discussing friendship, and letters, notably some examples depicting female friendship as found in the Vindolanda tablets. Prerequisite(s): Two semesters of 100-level Latin, or instructor consent. (Offered Fall 2017)

### **LATN H350 LATIN SEMINAR**

*Bret Mulligan*

## CLASSICS

Humanities (HU)

An advanced exploration of a Latin work, genre, or author. Recent topics have included “Ovid’s *Metamorphoses*” and “The (Mostly) Latin Epigram.” Prerequisite(s): At least one 200-level Latin course. (Offered Spring 2018)

### **LATN H480 TEACHING APPRENTICE**

*Staff*

Humanities (HU)

(Offered every semester)

# COMPARATIVE LITERATURE (BI-CO)

[haverford.edu/comparative-literature](http://haverford.edu/comparative-literature)

Comparative Literature is a joint Bryn Mawr and Haverford program that draws on the diverse teaching and research interests of the faculty at the two colleges, especially but not exclusively those in our many departments of language and literature.

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The close reading of literary texts and other works from different cultures and periods is fundamental to our enterprise.

Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, religion, history, music, the history of art, visual studies, film studies, gender studies, and area studies (including Africana studies, Latin American and Iberian studies, and East Asian studies).

Our students have gone on to do graduate work in comparative literature and related fields; pursued advanced degrees in business, law, medicine, and journalism; and undertaken careers in translation, publishing, international business, diplomacy, and non-governmental organizations.

## LEARNING GOALS

- Students should attain advanced skills in a language other than English and show the capacity to analyze and interpret literary and cultural texts in the original language.
- Students should attain advanced skills in the interpretation or translation of the literary texts of two distinct national cultures, in the comparative analysis of these texts across national and/or linguistic boundaries, and in addressing, considering, evaluating, and applying specific methodological or theoretical paradigms.
- Students should make use of these skills in the senior thesis and oral exam, which should also demonstrate the capacity 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

The resources at Bryn Mawr and Haverford permit the Comparative Literature program to offer an extensive variety of courses, including:

- literature courses in English and the other languages offered at the two Colleges (Spanish, French, German, Italian, Russian, Latin, ancient Greek, Japanese, Chinese, Arabic and Hebrew).
- crosslisted comparative electives taught in English.
- courses in criticism and theory.

## MAJOR

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. 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

- COML 200 (Introduction to Comparative Literature), normally taken by the spring of the sophomore year.
- Six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one):

## COMPARATIVE LITERATURE (BI-CO)

at least two (one in each literature) must be at the 300 level or above, or its equivalent, as approved in advance by the advisor.

- One course in critical theory.
- Two electives in comparative literature.
- COML 398 (Theories and Methods in Comparative Literature).
- COML 399 (Senior Seminar in Comparative Literature).

### MINOR REQUIREMENTS

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

NOTE: Both majors and minors should work closely with the co-chairs of the program and with members of the steering committee in shaping their programs.

### SENIOR PROJECT

Each senior major in comparative literature defines their thesis topic in consultation with the faculty members who teach the capstone seminars, COML 398 and 399. In the fall semester, as they near completion of COML 398, students produce a viable prospectus in the form of an essay with bibliography. During the spring semester, students enrolled in the Senior Seminar (COML 399) complete a senior thesis of 35-40 pages, under the joint guidance of one of the instructors in COML 399 and a faculty member with expertise in the topic of the thesis.

The thesis should build on languages, literary and cultural interests, and competencies cultivated in coursework at Bryn Mawr and Haverford or abroad, should be broadly comparative in nature, and should normally deal with works in both of the student's major languages. Possible models include: a study of a critical issue as exemplified in authors or works from two different literary or linguistic traditions; an exploration of transnational issues in different media; a critical examination of a problem in literary or cultural theory or literary history; a critical examination of different translations of a literary work.

At the end of the spring semester, during the senior exams period, all seniors are required to participate in senior oral exams before a panel of three faculty examiners—the two thesis co-advisors plus a member of the Comparative Literature Steering Committee or other relevant faculty member. Students respond to questions about the senior thesis during the first half of the exam (approximately 20 minutes); during the second half (another 25 minutes or so) they answer questions about a list of texts and topics they have submitted in advance. (These texts, which may include films and works of art, are chosen by each student from primary and secondary sources that they have studied in courses that count toward the major, with no more than two texts from a single class.)

### Senior Project Learning Goals

In the process of writing the senior thesis and preparing for the oral exam, students should develop and demonstrate the capacity to:

- Complete an independent scholarly project in the form of a senior thesis (35-40 pages) that has a logical and clear overall structure and that expresses complex ideas and argues these convincingly, with clarity and precision.
- Familiarize themselves with their chosen texts in the original languages and offer interpretations grounded in close reading of these texts.
- Evaluate and discuss the merits of a critical or methodological approach, identify relevant and generative theoretical frameworks, understand the tradition from which they derive, and competently incorporate them in the service of a critical question.
- Critique and evaluate scholarship relevant to their own scholarly project.
- Comment on or critique the research projects of fellow senior seminar participants.
- Bring together and analyze critically, in light of certain central issues and themes, a selection of works of literature and criticism read over the past four years.
- Make responsible use of both primary and secondary sources.
- Make effective use of library resources, including subject-specific databases and indices online and in print

### Senior Project Assessment

Faculty in the Comparative Literature Steering Committee (CLSC) evaluate the viability of the

## COMPARATIVE LITERATURE (BI-CO)

thesis prospectus, submitted in COML 398. Student performance evaluations in all the assessment categories mentioned below inform the final grades awarded in COML 399 as well as the awarding of honors in the major and of the departmental prize for the most accomplished senior essay. The examiners are drawn from faculty members teaching COML 399, members of the CLSC, and other colleagues in other relevant disciplines. Examiners (three per student) participate in the required senior oral examination and make the final evaluations of the second semester senior capstone experience. Separate grades are given for the senior essay, seminar performance, and oral exam; the final grade in COML 399 reflects the totality of the senior experience in all categories stated, with the most important element being the senior thesis.

The thesis is evaluated on the following criteria:

- Conceptualization of an original research question
- Familiarity with and well-grounded interpretation of primary texts in the original languages.
- Engagement with chosen theoretical framework or frameworks and with relevant secondary literature.
- Successful revision in response to criticism.
- Crafting of a clearly structured and clearly expressed argument.

### REQUIREMENTS FOR HONORS

Students who, in the judgment of the Comparative Literature Steering Committee, have done distinguished work in their comparative literature courses and in the Senior Seminar will be considered for departmental honors.

### STUDY ABROAD

The majority of our majors study abroad for one semester or two, normally during the junior year, at programs approved by Bryn Mawr and Haverford. Courses taken in these programs can, with the approval of the chair, be counted towards the major; we seek the advice of the chairs of the language departments in determining the kind of credit given for particular courses (e.g., in deciding whether a language course should be counted as a 200-level course or a 300-level course). We also ask our students to confer with the chair of the relevant language department in advance when choosing courses abroad.

### PRIZES

The Barbara Riley Levin Prize is awarded annually to the senior major(s) whose work merits recognition for intellectual achievement, as demonstrated in the senior thesis.

### FACULTY

Two co-chairs, one at each college, and a Bi-College steering committee administer the program. The committee generally includes those faculty members most often involved in teaching the introductory course and the senior seminar.

#### *At Haverford:*

##### **Israel Burshatin**

Professor of Spanish and Comparative Literature

##### **Imke Brust**

Assistant Professor of German

##### **Roberto Castillo Sandoval**

Associate Professor of Spanish

##### **Maud McInerney**

Chair and Barbara Riley Levin Professor of Comparative Literature and Associate Professor of English

##### **Jerry Miller**

Associate Professor of Philosophy

##### **Deborah Roberts**

William E. Kenan, Jr. Professor of Classics and Comparative Literature

##### **Ulrich Schönherr**

Professor of German

##### **David Sedley**

Associate Professor of French

##### **Aniko Szucs**

Mellon Post-Doctoral Fellow in the Hurford Center for the Arts and Humanities (HCAH) and Visiting Assistant Professor of Comparative Literature

#### *At Bryn Mawr:*

##### **Martín Gaspar**

Assistant Professor of Spanish

##### **Jennifer Harford Vargas**

Assistant Professor of English

## COMPARATIVE LITERATURE (BI-CO)

### **Tim Harte**

Associate Professor of Russian

### **Shiamin Kwa**

Assistant Professor on the Jue Chu Lectureship in Chinese Studies

### **María Cristina Quintero**

Professor of Spanish

### **Roberta Ricci**

Associate Professor of Italian

### **Azade Seyhan**

Fairbanks Professor in the Humanities and Professor of German and Comparative Literature

## COURSES

### **COML H200 INTRODUCTION TO COMPARATIVE LITERATURE**

*Maud McInerney*

Humanities (HU)

A general introduction to the evolving field of comparative literature. Students read, discuss, and write about texts from across a wide range of national literatures and historical periods, with attention both to how these texts influence and relate to each other and to where and why they must differ. An additional focus on theoretical issues relevant to reading in general and, more particularly, reading between canons. (Offered Spring 2018)

### **COML H203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA**

*Ariana Huberman*

Humanities (HU)

The course proposes the study of Latin American Jewish literature focusing on narrative, essay, and poetry of the Twentieth and Twenty-First centuries. It pays close attention to themes, registers, and cultural contexts relevant to the Jewish experience in Latin America. What is Jewish about this literature? Where do these texts cross paths, or not, with other migratory and minority experiences? The texts studied question identity and Otherness, and explore constructions of memory while examining issues of gender, assimilation, transculturation, migration, and exile in relation to the Jewish Diaspora in the Americas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Fall 2017)

### **COML H205 STUDIES IN THE SPANISH AMERICAN NOVEL**

*Graciela Michelotti*

Humanities (HU)

Investigating the Past in Latin American Contemporary Narratives. This course examines issues of memory and identity in the context of personal and national stories/histories. The course will analyze recently published novels, and short stories (including some film adaptations) by representative writers from the region. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or consent of the instructor. (Typically offered every other year)

### **COML 207 FICTIONS OF LATIN AMERICAN HISTORY**

*Roberto Castillo Sandoval*

Humanities (HU)

This course examines the relationship between history and literature in Spanish America through the analysis and comparison of selected historiographical and literary texts. Particular attention is paid to the ways that historical and literary genres have interacted and influenced one another from the Discovery and Conquest through the Independence and national formation periods and the 20th century. The final class assignment consists of the writing of an original piece of historical fiction in a genre or form of the student's choice, on any event in Latin American history, regardless of whether it was among those covered in class. I provide close guidance both in the research and the writing of the piece. Topics or events may be jointly researched but must be written individually. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): Spanish 102, placement, or instructor consent. (Typically offered every other year)

### **COML H210 SPANISH AND SPANISH AMERICAN FILM STUDIES**

*Graciela Michelotti*

Humanities (HU)

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

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particular emphasis in refining oral and writing skills. Crosslisted: Spanish, Comparative Literature; Prerequisite(s): SPAN 102, or placement, or instructor consent. (Offered Fall 2017)

### **COML H212 REFASHIONING THE CLASSICS: VOICING MYTH**

*Hannah Silverblank*

Humanities (HU)

This course interrogates the relationships between classical myths and their revoicings. We explore various strands of reception theory in order to discuss the dynamics between different versions of myths, placing emphasis on myths that take voice as a central theme. Crosslisted: Classical Studies, Comparative Literature (Not offered 2017-18)

### **COML H214 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA**

*Roberto Castillo Sandoval*

Humanities (HU)

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. The course fulfills the “pre-1898” requirement. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **COML H220 THE EPIC IN ENGLISH**

*Maud McInerney*

Humanities (HU)

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. Crosslisted: English, Comparative Literature (Offered every three years)

### **COML H222 RETHINKING LATIN AMERICA IN CONTEMPORARY NARRATIVE**

*Aurelia Gómez Unamuno*

Humanities (HU)

This course explores literary texts and films produced after the 70s 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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **COML H223 WRITING NATIONS: AFRICA AND EUROPE**

*Imke Brust*

Humanities (HU)

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria. Crosslisted: German, Comparative Literature (Offered Fall 2017)

### **COML H227 RACE AND ETHNICITY IN THE CLASSICAL WORLD**

*Staff*

Humanities (HU)

This course investigates ancient thinking about race and ethnicity, as represented in the literature of the ancient Mediterranean through such authors as Homer, Herodotus, Aeschylus, Aristotle, Vergil, Caesar, and Tacitus. Crosslisted: Classical Studies, Comparative Literature, PJHR (Not offered 2017-18)

### **COML H229 TOPICS IN VISUAL STUDIES: ROLAND BARTHES AND THE IMAGE**

*John Muse*

Humanities (HU)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes’ many writings on photography, film, and what he calls the “civilized code of perfect illusions.” We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project.

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Crosslisted: Visual Studies, Fine Arts,  
Comparative Literature (Offered Fall 2017)

### COML H233 TOPICS IN CARIBBEAN LITERATURE

*Asali Solomon*

Humanities (HU)

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies, Comparative Literature (Typically offered every other fall)

### COML H250 QUIXOTIC NARRATIVES

*Israel Burshatin*

Humanities (HU)

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. This course fulfills the "pre-1898" requirement. This course is conducted in English. Crosslisted: Spanish, Comparative Literature. (Offered Spring 2018)

### GERM H262 EUROPEAN FILM

*Imke Brust*

Humanities (HU)

This course will explore what role film plays in the conceptualization of the European Union. After a brief historical overview, we will familiarize ourselves with a variety of important European film movements after 1945. Our class discussion will cover important European film movements such as German Expressionist Film, Italian Neorealism, French New Wave, Czech New Wave, New German Cinema, and Dogma 95. In addition, we will be watching films from Poland, the Netherlands, and the Balkans. Towards the end of the semester we will discuss how the accelerated integration of the European Union since the 1990s has affected film production within the European Union and what aesthetic, and political ideas shape contemporary European films. Furthermore, this class also aims to highlight transnational aspects of European film in particular in light of the recent European

refugee crisis. This course is taught in English with an extra-session in German. Crosslisted: German, Comparative Literature (Typically offered every other year)

### COML H266 IBERIAN ORIENTALISM AND THE NATION

*Israel Burshatin*

Humanities (HU)

This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities, and the subsequent transformations wrought by the rise and decline of imperial Spain. Topics to be examined include the myth of Christian reconquista / Reconquest; the construction of Spanishness as race and nation in the context of Christian hegemony and global empire; depiction of Moors in narrative, material culture, and the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European and US imaginary; contemporary African migrations and the "return of the repressed." This class is conducted in English. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language. (Not offered 2017-18)

### COML H268 ARTISTS UNDER THE POLICING GAZE OF THE STATE: POLITICS, HISTORY, AND PERFORMANCE

*Aniko Szucs*

Humanities (HU)

An investigation of what permanent surveillance meant and means today for society at large and for individual artists living under its pressure, through interdisciplinary texts on the theory and history of surveillance and artworks in multiple genres and media. Crosslisted: Comparative Literature, PJHR, Independent College Programs; Prerequisite(s): Sophomore standing or instructor consent. (Offered Fall 2017)

### COML H289 CHILDREN'S LITERATURE

*Deborah Roberts*

Humanities (HU)

This course investigates the beginnings, selected historical developments, and some of the varieties of literature for children, and asks questions about the distinctiveness of such literature, its aims and its presumed readership, and the

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applicability of particular theoretical approaches to children's books. We will look at folk tale and fairy tale, early examples of literature specifically for children, some particularly influential texts, and examples from several sub-genres of children's literature; we will also spend a week each on picture books and poetry for children. Discussion will focus both on the texts themselves and on critical issues of various kinds. Prerequisite(s): Sophomore standing or instructor consent. (Offered Spring 2018)

### **COML H290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY**

*Deborah Roberts*

Humanities (HU)

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.

Crosslisted: Classical Studies, Comparative Literature, English; Prerequisite(s): Sophomore standing or instructor consent. (Typically offered every other year)

### **COML H293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE**

*Deborah Roberts*

Humanities (HU)

An exploration of the theory and practice of translation: from language to language, from culture to culture, and from medium to medium. We will consider different approaches to translation in theoretical writings and in case studies drawn from works in different languages, with attention to changing views and to areas of controversy. Assignments will include both papers and translations, and students may develop translation projects of their own.

Crosslisted: Comparative Literature, Classical

Studies; Prerequisite(s): Student must be at least at the intermediate level in at least one language other than English. (Offered Fall 2017)

### **COML H308 MYSTICAL LITERATURES OF ISLAM**

*Staff*

Humanities (HU)

Overview of the literary expressions of Islamic mysticism through the study of poetry, philosophy, hagiographies, and anecdotes. Topics include: unio mystica; symbol and structure; love and the erotic; body / gender; language and experience. (Offered occasionally)

### **COML H312 ADVANCED TOPICS IN FRENCH LITERATURE: DISCOURS SUR L'ESCLAVAGE TRANSANTLANTIQUE**

*Koffi Anyinefa*

Humanities (HU)

Slavery has profoundly impacted societies on both sides of the Atlantic. Scholars in various fields of inquiry have passionately discussed its origins, history and lasting effects. How have French and Francophone societies engaged with this difficult topic? Starting with the Code noir – a law regulating slavery in French colonies originally passed in 1685 under Louis XIV and reinforced during the 'Siècle des Lumières' – we will read our way through the centuries, mixing texts by both French and Francophone writers such as Bona, Césaire, Chamoiseau, Condé, Fanon, Montesquieu, Rousseau, and Tocqueville, to name but a few. A field trip to the recently opened National Museum of African American History and Culture in Washington, D.C. to explore its exhibition on "Slavery and Freedom" will supplement material studied in the course. In French. Crosslisted: French, Comparative Literature (Offered Fall 2017)

### **COML H316 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. Prerequisite(s):

## COMPARATIVE LITERATURE (BI-CO)

One 200-level, preferred 300-level course, or instructor consent. (Offered Spring 2018)

### **COML H320 SPANISH AMERICAN COLONIAL WRITINGS**

*Roberto Castillo Sandoval, Ariana Huberman*  
Humanities (HU)

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 Sigüenza y Góngora. This course fulfills the “pre-1898” requirement. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level Spanish course or instructor consent. (Typically offered every other year)

### **COML H321 INTERMEDIAL TRANSFORMATIONS: MUSICO-ACOUSTIC IMAGINATIONS IN LITERATURE AND FILM**

*Ulrich Schönherr*  
Humanities (HU)

The course intends to explore the rich and diverse representations of music in all its socio-aesthetic complexity from antiquity to the present. The thematic scope will range from mythological, philosophical, and religious interpretations of music through issues of gender, race, and politics in literature, opera, and film, to theories of intermediality, and psychological implications of voice and sound. Focusing on exemplary models, we will reconstruct the changing social functions and highly ambiguous attitudes towards music in Western culture, oscillating between fear and fascination. In addition, we will also continuously confront the semiotic question of whether literature can justifiably be read in analogy to musical forms, and whether music as a language is also plausible in reverse. Crosslisted: German, Comparative Literature (Offered Spring 2018)

### **COML H322 POLITICS OF MEMORY IN LATIN AMERICA**

*Aurelia Gómez Unamuno*  
Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. (Typically offered every year)

### **COML H323 SEX-CRIME-MADNESS: THE BIRTH OF MODERN LITERATURE AND THE AESTHETICS OF TRANSGRESSION**

*Ulrich Schönherr*  
Humanities (HU)

The emancipation from rule-bound poetics, didactic, and moral constraints led to a redefinition of literature around 1800, for which the classic/classicist triad of the true, the good, and the beautiful was no longer valid. The successful separation from extra-aesthetic determinants opened up new representational possibilities, in which the “beautiful” became boring and the “ugly” became interesting. Focusing on major literary figures from Goethe to Jelinek, the seminar will examine the ‘paradigm shift’ towards a modern aesthetics of transgression in which social, racial, and sexual deviancy take center stage. Crosslisted: German, Comparative Literature (Not offered 2017-18)

### **COML H334 GENDER DISSIDENCE IN HISPANIC WRITING**

*Israel Burshatin*  
Humanities (HU)

Study of the dissenting voices of gender and sexuality in Spain and Spanish America and U.S. Latino/a writers. Interrogation of “masculine” and “feminine” cultural constructions and “compulsory heterosexuality,” as well as exemplary moments of dissent. Texts to be studied include Hispano-Arabic poetry, Fernando de Rojas’s *Celestina*; Tirso de Molina, *Don Gil de las calzas verdes*; Teresa of Avila, Gloria Anzaldúa, and Reinaldo Arenas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level course or instructor consent. (Typically offered every other year)

### **COML H389 INTERPRETING LYRIC POETRY: LOVE, LOSS, TRANSCENDENCE**

*Kimberly Benston*  
Humanities (HU)

## COMPARATIVE LITERATURE (BI-CO)

An examination of theoretical issues and presentational strategies in verse structures from Ovid to Bishop. Through close readings of strategically grouped texts, we explore the interplay of convention and innovation, attending to themes of desire, loss, and transcendence, and to recurrent lyric figures (e.g., in Narcissus, Orphic, and Ulysses poems; in the dramatic monologue; in the sonnet and elegy; in the sublime; in vernacular traditions and their literary revisions). Issues for study include: allusion and intertextuality; convention and cliché; invention and revision; origination and self-presentation. Practical criticism will lead to theoretical analyses of interpretive modes and the interpreter's stance. Crosslisted: English, Comparative Literature; Prerequisite(s): Two 200-level English courses, or instructor consent. (Offered Fall 2017)

### COML H398 THEORIES AND METHODS IN COMPARATIVE LITERATURE

*Ulrich Schönherr*  
Humanities (HU)

This course is both a seminar on theory and method and a workshop on the development of the senior thesis. It introduces students to a variety of critical approaches and their application, and assists them in developing conceptual frameworks for the senior thesis projects they are in the process of formulating. Prerequisite(s): Students must be senior majors or minors in Comparative Literature. (Typically offered every fall at either Haverford or Bryn Mawr; offered Fall 2017 at Bryn Mawr)

### COML H399 SENIOR SEMINAR

*Israel Burshatin, David Sedley*  
Humanities (HU)

Oral and written presentations of work in progress, culminating in a senior thesis and comprehensive oral examination. Prerequisite(s): Students must be senior majors in Comparative Literature. (Typically offered every spring at either Haverford or Bryn Mawr; offered Spring 2018 at Haverford)

## COURSES AT BRYN MAWR (2017-2018)

### COML B200 INTRODUCTION TO COMPARATIVE LITERATURE

*Shiamin Kwa*

This course explores a variety of approaches to the comparative or transnational study of

literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to, and rewrite other texts from different historical periods and nations; translations; and readings in critical theory. (Offered Fall 2017)

### COML B398 THEORIES AND METHODS IN COMPARATIVE LITERATURE

*Azade Seyhan*

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context. This is a required for majors and minors. (Offered Fall 2017)

### ARCH B217 CAPTIVE GREECE, CAPTOR ROME?

*Alice Donohue*

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era through the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature. (Offered Spring 2018)

### ARTW B261 WRITING POETRY I

*Airea Matthews*

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

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(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. (Offered Fall 2017)

### **CSTS B375 INTERPRETING MYTHOLOGY**

*Radcliffe Edmonds*

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required. (Offered Fall 2017)

### **EALC B240 TOPICS IN CHINESE FILM**

*Shiamin Kwa*

This is a topics course. Course content varies. (Offered Spring 2018)

### **EALC B255 UNDERSTANDING COMICS: INTRODUCTION TO READING THE GRAPHIC NOVEL**

*Shiamin Kwa*

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called “comics,” “graphic novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This

consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements. (Offered Spring 2018)

### **EALC B355 ANIMALS, VEGETABLES, MINERALS IN EAST ASIAN LITERATURE**

*Shiamin Kwa*

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. “Animals, Vegetables, Minerals” does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts. (Offered Fall 2017)

### **ENGL B229 MOVIES AND MASS POLITICS**

*Michael Tratner*

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and Communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going. (Offered Spring 2018)

### **ENGL B388 CONTEMPORARY AFRICAN FICTION**

*Linda-Susan Beard*

## COMPARATIVE LITERATURE (BI-CO)

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90s serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters. (Offered Spring 2018)

### **FREN B213 THEORY IN PRACTICE: CRITICAL DISCOURSES IN THE HUMANITIES**

*Marie Sanquer*

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit. (Offered Fall 2017)

### **FREN B325 TOPICS: ETUDES AVANCÉES**

*Rudy Le Menthéour, Marie Sanquer*

Current topic description: This course offers an insight into Francophone North-African colonial and post-colonial literature by focusing on the role of women in society, particularly through the lens of topics such as politics, religion and sexuality. In addition to literary texts by Moroccan, Algerian and Tunisian writers, we will study historical and sociological sources as well as North African feminist traditions. Course will be taught in French. (Offered Fall 2017 and Spring 2018)

### **FREN B350 VOIX MÉDIÉVALES ET ÉCHOS MODERNES**

*Grace Armstrong*

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail

and Arthurian legends and the Tristan and Yseult stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq. (Offered Spring 2018)

### **GERM B245 INTERDISCIPLINARY APPROACHES TO GERMAN LITERATURE AND CULTURE**

*Qinna Shen*

Current topic: Crime and Courtroom Drama. This is a film-based course about political trials at critical junctures of German history. Current topic description: This is a film-based course about political trials at critical junctures of German history. Taught in English. (Offered Spring 2018)

### **GERM B320 TOPICS IN GERMAN LITERATURE AND CULTURE**

*Staff*

Current topic: This course focuses on the development of strong international and cross-cultural trends in German literature of modernity. Taught in English. Students wanting German credit will meet for additional hour per week. (Offered Spring 2018)

### **HART B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA**

*Homay King*

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

## COMPARATIVE LITERATURE (BI-CO)

instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.  
(Offered Spring 2018)

### **ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE**

*Roni Kubati*

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. One additional hour for students who want Italian credit. (Offered Spring 2018)

### **RUSS B214 ANNA KARENINA AND THE TASKS OF LITERATURE**

*Bella Grigoryan*

This course takes Lev Tolstoy’s *Anna Karenina* as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy’s important early works (notably, his *Childhood*, *Boyhood*, *Youth*.), then read *Anna Karenina* slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel’s aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy’s late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert’s *Madame Bovary*, Nathaniel Hawthorne’s *The Scarlet Letter*, Alexander Pushkin’s *Eugene Onegin*) that, much as they predate Tolstoy’s masterpiece, help us bring the central preoccupations of *Anna Karenina* into sharper focus. We will conclude the course with Tolstoy’s late short works, a short story by Anton Chekhov, and Virginia Woolf’s *Mrs. Dalloway*, which we will contemplate as a reply to and a potential re-writing of *Anna Karenina*, since the English

modernist famously declared that she had “nearly every scene of *Anna Karenina* branded in [her.]” All readings in English. (Offered Spring 2018)

### **SPAN B260 ARIEL/CALIBÁN Y EL DISCURSO AMERICANO**

*Enrique Sacerio-Garí*

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: SPAN B110 and/or B120 (previously SPAN B200/B202); or another SPAN 200-level course. (Offered Fall 2017)

### **SPAN B370 LITERATURA Y DELINCUENCIA**

*María Cristina Quintero*

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. (Offered Fall 2017)

# COMPUTER SCIENCE

[haverford.edu/computer-science](http://haverford.edu/computer-science)

Computer science is the representation and manipulation of information; it is 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 covers these fundamental concepts, with emphasis on depth of thought, clarity of expression and attention to ethical impact. This approach is consistent with the principles of scientific education in the liberal arts. Our aim is to provide students with a base of skills and capabilities that support a wide variety of post-graduation goals, rather than to follow short-term fashions and fluctuations in computer hardware and software.

## LEARNING GOALS

Each student in computer science will be able to:

- **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 a specific problem 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 confidence in a solution through a variety of approaches, including code review, testing, and mathematical reasoning.
- **Communicate their 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, in a complete and persuasive manner, and with appropriate use of vocabulary and other tools (e.g., charts, proofs, demonstrations).

- **Identify, interpret and evaluate the theoretical, practical, and ethical implications of their 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 during the software development process.

## CURRICULUM

Computer science offers:

- a major.
- a concentration for mathematics majors.
- a minor.

Computer science also contributes substantially to the Concentration in Scientific Computing. More information on this concentration can be found on the program's website ([haverford.edu/scientific-computing](http://haverford.edu/scientific-computing)) or catalog entry.

The major in computer science is designed for students who wish to explore fundamental questions about computation and the role of computation in society. As part of this exploration, we provide many opportunities for students to design, implement, and analyze algorithms and data structures, and develop a larger-scale hardware/software system over the course of multiple semesters. These opportunities include both individual projects and group work, and provide experience with a variety of programming languages and with computer hardware. The senior experience, and the final projects in many classes, provide opportunities for students to explore their own interests in computer science.

## MAJOR REQUIREMENTS

The major program covers the foundations of the discipline and provides a range of elective opportunities. While the computer science major

## COMPUTER SCIENCE

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:

- CMSC 105 (Introduction to Computer Science) *or* CMSC 107 *or* Bryn Mawr CMSC 110.
- CMSC 106 (Introduction to Data Structures) *or* CMSC 107 *or* Bryn Mawr CMSC 206.
- CMSC/MATH 231 (Discrete Mathematics) (Students with strong backgrounds in mathematics and prior knowledge of the topics covered in Math/CMSC 231 may wish to seek instructor permission to place into CMSC 340 / 345 without prior completion of 231 — in this case, the student may complete the requirements for the major with another course covering discrete mathematics, from the following list: Linear Optimization (MATH 210b), Logic (MATH 394), Cryptography (MATH 394), Combinatorics (MATH 395), or STAT 203, 218, 286, or 396).
- CMSC 240 (Principles of Computer Organization).
- CMSC 245 (Principles of Programming Languages).
- CMSC 340 (Analysis of Algorithms).
- CMSC 345 (Theory of Computation)
- CMSC 350 (Compiler Design) *or* CMSC 355 (Operating Systems) *or* CMSC 356 (Concurrency and Co-Design in Operating Systems).
- One additional 300 level course in computer science, and two additional courses numbered 200 or higher (one may be a related course in math or physics); computer science independent study courses can be counted if the student has received permission in advance to do so.
- CMSC 399 Senior Thesis and Seminar.

### MINOR REQUIREMENTS

- CMSC 105 (Introduction to Computer Science) *or* CMSC 107 *or* Bryn Mawr CMSC 110.
- CMSC 106 (Introduction to Data Structures) *or* CMSC 107 *or* Bryn Mawr CMSC 206.
- CMSC/MATH 231 (Discrete Mathematics) (Students with strong backgrounds in mathematics and prior knowledge of the topics covered in CMSC/MATH 231 may wish to seek instructor permission to place into CMSC 340 / 345 without prior completion of

231—in this case, the student may complete the requirements for the minor with another course covering discrete mathematics, from the following list: MATH 210b (Linear Optimization), MATH 394 (Logic), MATH 394 (Cryptography), MATH 395 (Combinatorics), or STAT 203, 218, 286, or 396).

- *Either*
  - CMSC 240 (Principles of Computer Organization) *and* a course on operating systems [i.e., *either* CMSC 355 (Operating Systems) *or* CMSC 356 (Concurrency and Co-Design in Operating Systems)], *or*
  - CMSC 245 (Principles of Programming Languages) *and* CMSC 350 (Compiler Design).
- *Either* CMSC 340 (Analysis of Algorithms) *or* CMSC 345 (Theory of Computation).

### CONCENTRATION REQUIREMENTS

The Computer Science Department supports the Concentration in Scientific Computing, available to a variety of majors ([haverford.edu/scientific-computing](http://haverford.edu/scientific-computing)), and provides a computer science concentration specific to mathematics majors.

#### Computer Science Concentration for Mathematics Majors Requirements

- CMSC 105 (Introduction to Computer Science) *and* 106 (Introduction to Data Structures), or CMSC 107.
- *Either* CMSC 240 (Principles of Computer Organization) *or* 245 (Principles of Programming Languages).
- *Either* CMSC 340 (Analysis of Algorithms) *or* 345 (Theory of Computation).
- One cross-listed MATH/CMSC course (Note that MATH/CMSC 231 meets this requirement and is the prerequisite for CMSC 340 and 345.)
- One additional 300-level computer science course.

### SENIOR THESIS

The senior thesis in computer science is a capstone experience under the guidance of a faculty member. Students complete a thorough literature review in the initial term, and can continue with a research project into the subsequent term. Oral, poster and written presentations are required. This experience can include original work, but it must demonstrate

## COMPUTER SCIENCE

deep thinking and an original exposition of an advanced topic.

Students are required to enroll in a one-credit senior seminar course in the Fall term to ensure that they successfully complete this graduation requirement. There is a series of class activities and deadlines to help keep students on track for completing their thesis. In the fall semester, these include: the advisor selection process; submitting the topic proposal; completing the literature review; and the public poster presentation. In the optional spring semester, these include: implementing their project proposed in the previous term; completing a rough draft of their thesis; rehearsing their oral presentations; submitting the final thesis document; and giving their oral presentation. A second reader provides feedback periodically to the student and their advisor as to whether progress is satisfactory.

A detailed schedule is provided to all students in the seminar at the beginning of the year.

### Senior Project Learning Goals

The thesis work culminates in the writing and oral presentation of a paper. The student must also demonstrate the research skills required to produce this paper, in accordance with departmental deadlines.

An undergraduate senior paper may or may not include original research, but must present an in-depth exploration of a topic in computer science (with particular focus on understanding and evaluating some element of the computer science literature). The paper should demonstrate the student's ability to apply, in a new context, the fundamental themes and objectives that connect all computer science classes, such as:

- separating a problem definition from its solution.
- describing clearly a proposed solution (typically with examples).
- understanding the correctness and applicability of a proposed solution.
- comparing several proposed solutions in terms of clarity, resource requirements, etc.

It is common for the thesis to center on a particular algorithm or computing system, and present the correctness and/or computational complexity thereof. However, this is not required. Students have successfully pursued other topics, such as human-computer interaction. The one

core requirement is that the student demonstrates the ability to think deeply and communicate clearly about a computer science topic beyond the depth covered in classes.

The written thesis often resembles a review article, which explores in depth a collection of primary source articles from a single research group, or a survey article, which compares primary source articles from different origins.

The oral presentation is given after the thesis has been completed, though preliminary presentations are often also given as practice (and for formative assessment) during the year. The presentation is not graded, although all students are required to give one.

The learning goals for the research that goes into all of this are as follows:

### *Aspirational (for the best students):*

A substantial written contribution that demonstrates original thinking and/or insight about a research area inside computer science, under the supervision of a faculty member. This should include a full literature review, appropriate replication of existing work, and either:

- a clear hypothesis (model), validation (proof/experiments), and analysis; *or*
- original expository work, including the extension of a proof, or a new proof of an existing theorem.
- Since such theses include original material, they may constitute part of a publication (typically a joint publication with the advisor). However, publication is *not* required.

### *Achievable (for most students):*

A confirmation and reiteration of existing work with an incremental contribution. Specifically, this includes a full literature review and either:

- a good and complete confirmation of an existing experiment on new data, including a good analysis; *or*
- an exposition of non-trivial graduate-level published work, including an existing proof or deep explanation of its extension/applicability (or its lack of extension) to other related concepts.

### *Required (of all students):*

A non-trivial literature review/exposition of

## COMPUTER SCIENCE

existing graduate-level published work, specifically:

The introductory material must be:

- readable by someone who has understood only the core CMSC undergrad material (e.g. programming languages, hardware, theory, algorithms, and at least one intensive systems course such as compilers or O.S.).
- detailed enough to be clear to someone within the field.

The discussion of related work should:

- include all the important related/foundational work.
- clearly identify what problem is being addressed by each work (possibly one statement of this for many/all the works).
- clearly state the basic approach being taken.
- explain how each paper supports/evaluates its own results (proof/empirical-study/ad-hoc argument).
- make clear how this work relates to the thesis itself.
- in at least one case, really address the details of how the approach works (possibly several such discussions will be needed to address the point above).

### Senior Thesis Assessment

The grade is approximately 75% based on the work done under the supervision of the faculty advisor and about 25% based on meeting the deadlines of and participating in the senior seminar, including the fall poster and spring presentation.

The senior paper is primarily assessed by the student's advisor. Usually one or more other members of the department also read the paper and provide feedback for the student and advisor. If the student has a separate subject-matter advisor at another institution, that advisor is consulted during the grading of the paper if at all possible. All faculty involved in the thesis (and many students) are typically in attendance for the oral presentation.

The grade for the senior experience is assigned by the advisor, based on the quality of the student's written paper (judged in terms of illustrating mastery of the learning objectives relevant to the chosen topic), on participation in the oral presentation, and on the work habits illustrated

during the year's work.

After thorough discussion by the department, a student's grade on the thesis will reflect how closely they have met the qualitative goals stated above. Specifically:

- 4.0: meets aspirational goals stated above.
- 3.0: meets achievable goals stated above.
- 2.0: meets required goals stated above.

All students should reach at least a 2.0 level of work on the material they submit by the end of the fall semester, and the faculty will certify students as having achieved this level (or not) in January.

In addition to submitting the written thesis document, students must also complete the assigned *presentation* elements, which typically include a December poster presentation of the thesis topic and scope, and the final oral presentation of the thesis. These presentations are graded on evidence of preparation and on participation (i.e. showing up on time for one's own presentation, attending the rehearsals of a few others, and providing feedback and/or asking questions). Faculty will provide informal feedback to the presenters on speaking style, professionalism, diction/grammar, poise, etc., but these elements are not included in the grade.

## RELATED CONCENTRATION Concentration in Scientific Computing

Computation is the *object of study* for the computer science major and minor; computation is also an important *tool* with which to study many other disciplines. The Concentration in Scientific Computing focuses on the application of computational techniques in other natural and social sciences.

For more information about the concentration, please see the program's website ([haverford.edu/scientific-computing](http://haverford.edu/scientific-computing)) or catalog entry.

## AFFILIATED PROGRAM Engineering

Computer science majors may pursue various engineering disciplines via our partnerships with the University of Pennsylvania and CalTech. More information on this partnership can be found on the departmental website ([www.haverford.edu/engineering](http://www.haverford.edu/engineering)).

## COMPUTER SCIENCE

### FACILITIES

Information on all hardware and software resources for the programs in computer science may be found at [haverford.edu/computer-science/resources](http://haverford.edu/computer-science/resources).

### FACULTY

*At Haverford:*

**Siddharth Bhaskar**

Visiting Assistant Professor

**John Dougherty**

Associate Professor

**Sorelle Friedler** (*on leave 2017-2018*)

Assistant Professor

**Steven Lindell**

Professor

**Suzanne Lindell**

Laboratory Instructor

**Kristopher Micinski**

Visiting Assistant Professor

**David Wonnacott**

Chair and Associate Professor

*Affiliated Faculty:*

**Lynne Butler**

Professor of Mathematics

**Jane Chandlee**

Assistant Professor of Linguistics

**Curtis Greene** (*on leave 2017-2018*)

J. McLain King Professor of Mathematics

**Robert Manning**

William H. and Johanna A. Harris Distinguished

Professor of Computational Science

Professor of Mathematics and Statistics

**Joshua Schrier**

Associate Professor of Chemistry

*At Bryn Mawr:*

**Douglas Blank**

Associate Professor

**Richard Eisenberg**

Assistant Professor

**Deepak Kumar**

Professor

**Dianna Xu**

Professor

### COURSES

#### CMSC H104 TOPICS IN INTRODUCTORY PROGRAMMING

*Jane Chandlee, Sorelle Friedler, Joshua Schrier*

Natural Science (NA), Quantitative (QU)

Topics in Introductory Programming is designed to give a general introduction to programming as related to data analysis across many fields.

Students will be introduced to standard introductory programming approaches (e.g., imperative and object-oriented) as well as data structures necessary to create efficient and understandable algorithmic solutions to problems. Data for analysis will be drawn from a single discipline that will vary per semester, forming a theme for topical study. Topical investigations will include the ethics of data use in that field, how data is commonly generated and used, and implementation of important discipline-specific algorithms. Prerequisite(s): May not be taken by students who (a) have AP credit in Computer Science; or (b) have taken any one of HC: CMSC 105, CMSC 106, CMSC 107; BMC: CMSC 110, except by instructor consent. (Typically offered every spring)

#### CMSC H105 INTRODUCTION TO COMPUTER SCIENCE

*John Dougherty*

Natural Science (NA), Quantitative (QU)

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, formal verification, testing, and peer code review techniques; program clarity, complexity and efficiency; functional and imperative paradigms; associated programming skills. Students must attend a one-hour weekly lab. Labs will be sectioned by course professor. Prerequisite(s): May not be taken by students who have taken any one of HC: CMSC 104, CMSC 107; BMC: CMSC 110, except by instructor consent. (Offered Fall 2017)

#### CMSC H106 INTRODUCTION TO DATA STRUCTURES

*John Dougherty*

Natural Science (NA), Quantitative (QU)

## COMPUTER SCIENCE

An introduction to the fundamental data structures of computer science: strings, lists, stacks, queues, trees, BSTs, graphs, sets and their accompanying algorithms. Principles of algorithmic analysis and object reasoning and design will be introduced using mathematical techniques for the notions of both complexity and correctness. More practical issues, such as memory management and hashing, will also be covered. The programming language used to illustrate and implement these concepts will be able to support functional, imperative and object-oriented approaches. Emphasis will be placed on recursive thinking and its connection to iteration. Students must attend a one-hour weekly lab. Labs will be sectioned by course professor.

Prerequisite(s): CMSC 105 (or 110 at Bryn Mawr) or instructor consent; may not be taken by students who have taken any one of HC: CMSC 104, CMSC 107; BMC: CMSC 206, except by instructor consent. (Typically offered every spring)

### **CMSC H107 INTRODUCTION TO COMPUTER SCIENCE AND DATA STRUCTURES**

*Siddharth Bhaskar, David Wonnacott*

Natural Science (NA), Quantitative (QU)

An accelerated treatment of CMSC 105/106 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. Prerequisite(s): CMSC104 or instructor consent, or placement by CS faculty, based on CS placement test. If you are interested in CMSC 107, you should preregister for the CMSC 105 section at the same time and take the placement test by the deadline, typically Wednesday before classes start; may not be taken by students who have taken any one of HC: CMSC 105, CMSC 106; BMC: CMSC 206, except by instructor consent. (Offered Fall 2017)

### **CMSC H207 DATA SCIENCE AND VISUALIZATION**

*Sorelle Friedler*

Natural Science (NA)

An introduction to techniques for the automated and human-assisted analysis of data sets. These “big data” techniques are applied to data sets from multiple disciplines and include cluster, network, and other analytical methods paired with appropriate visualizations. Prerequisite(s):

CS105 and 106 or CS107 or instructor consent. (Not offered 2017-18)

### **CMSC H208 SPEECH SYNTHESIS AND RECOGNITION**

*Jane Chandlee*

Natural Science (NA)

An introduction to the methodologies used in the automated recognition and synthesis of human speech, focusing on Hidden Markov Models in recognition and unit selection in synthesis. Students will get hands-on experience with implementing the various components of these systems. Crosslisted: Computer Science, Linguistics; Prerequisite(s): CS105 and 106 OR CS107 OR BMC 110 and 206 OR instructor consent. (Offered Fall 2017)

### **CMSC H210 LINEAR OPTIMIZATION AND GAME THEORY**

*Curtis Greene*

Natural Science (NA)

Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming and hidden Markov models. Emphasis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. This course is designed for students interested in computer science, economics, or mathematics. Prerequisite(s): MATH 215 or equivalent or instructor consent. (Not offered 2017-18)

### **CMSC H215 HUMAN COMPUTER INTERACTION**

*John Dougherty*

Natural Science (NA)

Covers the design, evaluation and implementation of interactive computing systems, along with the study of major phenomena surrounding these systems. Topics include: user-centered design, usability, affordances, cognitive and physical ergonomics, information and interactivity structures, interaction styles, interaction techniques, and user interface tools with a special focus on accessible and mobile interfaces. Prerequisite(s): CMSC106, 107, 206, or instructor consent. (Offered Spring 2018)

## COMPUTER SCIENCE

### **CMSC H222 SCIENTIFIC COMPUTING: CONTINUOUS SYSTEMS**

*Robert Manning*

Natural Science (NA), Quantitative (QU)  
A survey of major algorithms in modern scientific computing, with a focus on continuous problems. Topics include numerical differentiation and integration, numerical linear algebra, root-finding, optimization, Monte Carlo methods, and discretization of differential equations. Basic ideas of error analysis are presented. A regular computer lab introduces students to the software package Matlab, in which the algorithms are implemented and applied to various problems in the natural and social sciences. Crosslisted: Mathematics, Computer Science; Prerequisite(s): MATH 215 or instructor consent. (Offered Fall 2017)

### **CMSC H231 DISCRETE MATHEMATICS**

*Siddharth Bhaskar, Steven Lindell*

Natural Science (NA)  
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. Crosslisted: Computer Science, Mathematics; Co-requisite(s): CMSC 105, 107, or 110, or instructor consent. (Offered Fall 2017)

### **CMSC H240 PRINCIPLES OF COMPUTER ORGANIZATION**

*John Dougherty*

Natural Science (NA)  
Treatment of the hierarchical design of modern digital computers: boolean logic/algebra; truth tables; combinational and sequential circuits; 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. Concurrent enrollment in this and two other CMSC lab courses requires permission of the instructor. Prerequisite(s): CMSC 106, or 107 or 206, and CMSC/Math 231 (or instructor consent). (Typically offered every fall)

### **CMSC H245 PRINCIPLES OF PROGRAMMING LANGUAGES**

*Kristopher Micinski, David Wonnacott*

Natural Science (NA)  
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. Concurrent enrollment in this and two other CMSC lab courses requires permission of the instructor. Prerequisite(s): CMSC 106, or 107 or 206, and CMSC/Math 231 (or instructor consent). (Offered Fall 2017)

### **CMSC H287 HIGH PERFORMANCE SCIENTIFIC COMPUTING**

*John Dougherty*

Natural Science (NA)  
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 C, OpenMP, and MPI; other architectures and approaches are also covered. Prerequisite(s): CMSC 106 or instructor consent. (Typically offered every other year)

### **CMSC H325 COMPUTATIONAL LINGUISTICS**

*Jane Chandlee*

Natural Science (NA)  
An overview of key areas of computational linguistics, including natural language processing and computational modeling of morpho-phonological systems. Students will study and practice the primary algorithms and techniques used in the automated analysis of natural language data. Crosslisted: Computer Science, Linguistics; Prerequisite(s): CMSC 105 and CMSC 106 (or CMSC 107), OR CMSC B110 and CMSC B206, OR instructor consent. (Not offered 2017-18)

### **CMSC H340 ANALYSIS OF ALGORITHMS**

*Sorelle Friedler, Steven Lindell*

Natural Science (NA)  
Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity. Particular classes of algorithms such as sorting searching will be studied in detail. Crosslisted: Mathematics, Computer Science; Prerequisite(s):

## COMPUTER SCIENCE

CMSC 106 or 107 or B206, and 231, or instructor consent. (Typically offered every fall)

### **CMSC H345 THEORY OF COMPUTATION**

*Steven Lindell*

Natural Science (NA)

Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Attendance at the discussion section on Friday is required. Crosslisted: Mathematics, Computer Science; Prerequisite(s): (CMSC 106 or CMSC 107) and CMSC 231, and junior or senior standing, or instructor consent. (Typically offered every spring)

### **CMSC H350 COMPILER DESIGN**

*David Wonnacott*

Natural Science (NA)

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. Concurrent enrollment in this and two other CMSC lab courses requires permission of the instructor. Prerequisite(s): CMSC 245 or instructor consent. (Offered Spring 2018)

### **CMSC H356 CONCURRENCY AND CO-DESIGN IN OPERATING SYSTEMS**

*John Dougherty, David Wonnacott*

Natural Science (NA)

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. Concurrent enrollment in this and two other CMSC lab courses requires permission of the instructor. Prerequisite(s): CMSC 240 or instructor consent. (Typically offered every other spring)

### **CMSC H399 SENIOR THESIS**

*Steven Lindell*

Natural Science (NA)

Fall seminar required for seniors writing theses, dealing with the oral and written exposition of advanced material. (Offered Fall 2017)

### **CMSC H480 INDEPENDENT STUDY**

*Staff*

Natural Science (NA)

Independent study, supervised by a member of the Computer Science department.

Prerequisite(s): Instructor consent. (Offered occasionally)

# EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

haverford.edu/ealc

Students of East Asia are inspired by an infinite number of formative encounters, be it with the elegance of a Japanese classic novel like the *Tale of Genji* or the controlled mayhem of a *sumo* match; the brashness of a K-pop tune or the intensity of a Korean TV drama; or the succulence of a Chinese meal or the delicacy of a Chinese landscape painting. Whatever it is that first attracts us, once hooked we are drawn into a world of singular cultural richness and historical depth, represented in a variety of languages all unified by the common use of that extraordinary means of communication, the Chinese script. And the deeper in we are drawn, the better we understand how closely the present ‘Rise of East Asia’—a resurgence that is inexorably moving the demographic, economic, and even political center of gravity back from West to East—is inextricably bound up with the region’s history, culture, and languages.

It is those three spheres—history, culture, and language—that we in the Bi-College Department of East Asian Languages and Cultures put at the forefront of our academic mission. Our goal is to couple rigorous language training to the study of East Asian, particularly Chinese and Japanese, culture and society. In addition to our intensive programs in Chinese and Japanese languages, departmental faculty offer courses in East Asian 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. But we also provide a focal point, through the Asian Studies Minor, for students to approach Asia writ large through a variety of disciplines.

Although the faculty of our Bi-College department is divided between Bryn Mawr and Haverford, the EALC program is fully integrated: we work as one

to provide a complementary curriculum and careful and collaborative student guidance.

## LEARNING GOALS

EALC has four learning goals:

- Laying the foundations for proficiency in Japanese or Chinese language and culture.
- Gaining broad knowledge of the East Asian cultural sphere across time and in its global context.
- Becoming familiar with basic bibliographic skills and protocols and learning how to identify, evaluate, and interpret primary textual and visual sources.
- Embarking on and completing a major independent research project that pulls together past coursework and demonstrates mastery of a particular aspect of East Asian culture.

## CURRICULUM

### Chinese Program

The Bi-Co Chinese Program offers five years of instruction in Mandarin Chinese.

- First-year Chinese (CNSE 001-002) and Second-year Chinese (CNSE 003-004) both have master and drill sections.
- First-year Chinese (CNSE 001-002) is a year-long course. Students must complete both semesters to receive 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 CNSE 007-008 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.

### Japanese Program

The Bi-Co Japanese Program offers five years of instruction in modern Japanese.

- First-year Japanese (JNSE 001-002) and Second-year Japanese (JNSE 003-004), taught at Haverford, both meet six hours per

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

week, including drill sections.

- Third- and Fourth-year (Advanced) Japanese (JNSE 101–102 and JNSE 201A/B) all meet at Haverford.
- Advanced Japanese takes a different topic each term; students can take it any term as Fourth- or Fifth-year Japanese, with one credit per semester, and repeat the course with different topic headings.
- 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.

### MAJOR REQUIREMENTS

#### I. Language requirement (2 credits)

We require EALC majors to take two semesters of either Chinese or Japanese, at a level appropriate to their in-coming language abilities. Native speakers of either Chinese or Japanese may forego the two semesters of an East Asian language (they will still have to fulfill their College language requirement), but must substitute two additional East Asian culture courses. The University of Pennsylvania offers Korean language instruction, but it does not count towards the Bi-Co EALC major language requirement.

#### II. Three core courses (3 credits)

EALC majors must take THREE core courses from the following:

- One 100-level course on China from among 110 (Introduction to Chinese Literature), 120 (Confucianizing China), or 131 (Chinese Civilization); and
- One 100-level course on Japan: either 111 (Myth, Folklore, and Legend in Japan) or 132 (Japanese Civilization); and
- EALC 200 (Methods and Approaches to East Asian Cultures).
  - EALC 200 is required of all EALC majors and is recommended for Asian Studies minors. We urge majors to take 200 in the spring of their JUNIOR year. Majors who plan to be abroad in spring term junior year must take EALC 200 spring term sophomore year.
  - EALC 200 is the designated departmental Writing Intensive course (30 pages of

writing), which Bryn Mawr now requires of all departments.

Students must earn a grade of 2.0 or higher in each of these courses to continue in the major and be eligible to write a senior thesis.

#### III. Three departmental elective courses (3 credits)

Majors must take THREE additional non-language courses offered by members of the Bi-Co EALC Department.

- One of these courses must be at the 300 level.
- One of the 200-level electives may be fulfilled with an advanced topics course in Chinese or Japanese.

Majors cannot satisfy the departmental electives with courses outside the department, or by taking courses abroad.

#### IV. Two non-departmental courses related to global Asia (2 credits)

Majors must choose two non-Departmental electives at the 200 or 300 level that are related to their study of East Asia or the wider Asian world. These two courses may be in a department or program in the Quaker Consortium (Tri-Co plus Penn), or an approved study abroad program.

#### V. The Senior Thesis (1 credit)

In the capstone experience undertaken in the fall term of the senior year, students employ their skills and undertake a scholarly investigation. The aim is to create and execute an extended research project centered on a primary written or visual “text” in Chinese or Japanese. The senior thesis brings together threads of conversations among scholars on the student’s chosen topic. The student combines language and research skills to think about and interpret the meanings of sources in context. At the end of the term, seniors present their findings to the faculty and other students in final oral presentations.

### MINOR REQUIREMENTS

The EALC Department certifies three minors: Chinese language, Japanese language, and Asian Studies.

- The Chinese language and Japanese language minors both require six language courses. Students must take at least four language courses in our Bi-Co programs, and can take

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

at most two at the Quaker Consortium or our approved off-campus domestic or Study Abroad programs. (Please consult the language program directors for details.) Students must maintain a 3.0 or above for each of the six language courses for the minor.

- The EALC Department hosts an interdisciplinary Asian Studies minor for students who are majoring in other fields but are interested in consolidating their study of Asia or its diasporas from a variety of perspectives. The minor requires six courses centrally concerned with Asia, at least one of which is at the 300 level. They may be drawn from any department in the Quaker Consortium. Each spring there will be a convocation of graduating Asian Studies minors, each of whom will be expected to give a short presentation based on an Asia-related paper produced in the course of their studies. Those interested in minoring in Asian Studies should consult with the convener (currently Professor Smith at Haverford) no later than the fall of their senior year.

### SENIOR PROJECT

Students majoring in EALC are required to take EALC 200 (Methods and Approaches to the Study of East Asia), ideally in the spring term of their junior year. This course serves to familiarize majors with our expectations regarding research and writing and criteria for evaluation. Students use the skills acquired in this course in the framing of their senior thesis. A main emphasis of this proseminar is the use of secondary sources to explicate and interpret primary sources, that is, engagement with existing scholarship on a text or artifact to put forward new ideas. Most students should emerge from the seminar in their junior year with a good idea of the sort of topic they will pursue for the senior thesis essay. The main purpose of the thesis is to use a body of secondary literature to situate, analyze, and interpret a primary source or set of primary sources.

The senior thesis is a one-term process that takes place in the fall semester. In EALC 398 (Thesis Seminar), students work closely with an advisor to establish a topic, perform bibliographic research, and write an essay of 30 to 40 pages. Students also present their work in a formal 20-minute talk at the close of the semester. While most majors will have settled on a topic and begun to do some research over the summer, all

must commit to a topic approved by their advisor by the second week of the fall term. The order of required work leading up to the final submission of the thesis incremental and builds on itself. The weekly schedule for senior thesis work is available on the departmental website.

You will settle on a topic by the end of the second week and will submit various exercises such as a work schedule, a close reading of a piece of the primary source, annotated bibliography, literature survey, and so on.

We meet four times as a group over the course of the semester. Most of the term consists of individually scheduled meetings with the primary advisor. As explained below, the project and research are independent, but these nearly weekly meetings with the thesis advisor are absolutely essential. The seminar culminates in a public presentation of the student's project; two bound copies and one electronic copy in PDF format are due at the end of the term. Careful planning and conscientious work during this semester are absolutely essential. A project of this scope requires independence, discipline, and steady, consistent effort. The incremental assignments outlined in the *weekly schedule for senior thesis* are designed to help enforce that discipline, but the student is ultimately responsible for the success of the final thesis.

### Senior Project Learning Goals

You will learn how to: frame, research, and write a worthwhile research project centered on a primary source and using an array of secondary sources. This involves surveying literature in the field, discerning an interesting topic, and presenting findings or results in writing and in a brief formal talk.

Four Goals of the EALC Senior Experience:

- *Independence*

You will devise your own thesis topic and are responsible for researching it. You will receive guidance from your advisor, from the department members leading your seminar, and from librarians. You will construct your own customized bibliographies appropriate to your topic. The research and writing process, while overseen by faculty, is clearly one that is largely independent in nature.

- *Connection to the Field*

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

This thesis is your way of joining the scholarly conversation about the text you have chosen. This means reviewing secondary literature in the relevant subfields and engaging it critically.

(Examples of these subfields might be areas of such scope as, for instance, “the history of the family in Song China” or “avant-garde art circles in 1960’s Tokyo.”)

- *Creative Use of Knowledge and Skills Acquired in the Major*

You will draw on your previous study of East Asian languages and your coursework in specific areas to choose your topic and research and write your thesis. In part two above, we urge you to join a scholarly conversation, here we ask you to make explicit what you have been able to contribute to that conversation. These contributions often involve the reevaluation of earlier scholarship or the application of the existing theoretical insights of others to new source materials. Your contribution might also include the translation of significant portions of your primary source.

- *Sharing the Work*

Seniors are required to orally present their work to their fellows and to the department in a panel format based on the academic conference model. In these public presentations, you will take twenty minutes to introduce your topic, your methodological approach, selected aspects of your bibliography, and some of the particulars of your analysis of the text at hand. Each presentation will be very different from the next as it is uniquely your own. You are required to devise a slideshow with text and images to accompany your oral presentation. It is here that we are able to encourage and assess your ability to communicate the substance of your work to peers and mentors in a clear, concise, and engaging fashion. You will prepare both bound and electronic copies of your final draft and may choose to make the work available on the web.

### **Senior Project Assessment**

If all of the incremental tasks in the thesis project are done satisfactorily and submitted on time, the student should expect to reach a baseline grade of 3.0. Assuming that all assignments are successfully completed, thesis grades 3.3 and above will be awarded based on merit, with 3.7 being excellent and 4.0 being outstanding. The incremental assignments are there to guide students through the process of researching and writing a long, complex essay, and not to

guarantee that students get an “A.” The grade for the semester will therefore be assessed both for the quality of final thesis and for the student’s ability to meet the deadlines, submitting satisfactory work along the way. Please note that successful completion of all incremental assignments is a minimum requirement for passing the class.

The thesis is the student’s chance to demonstrate the skills acquired in four years of college. We expect to see an original contribution to the discussion of a topic, not a mere reiteration of the opinions and findings of others. Students are expected to demonstrate that they have joined the scholarly conversation on a topic. Among other qualities, we are looking for five basic elements in evaluating the theses:

- Ability to present an articulate and original argument.
- Accuracy in the use of scholarly conventions of citation and documentation.
- Clear and effective writing.
- The critical use of sources.
- Consultation of scholarship in Japanese or Chinese.

In order to assess the student’s performance in the senior thesis project, the three or four faculty members involved in the seminar gather in late December to discuss three aspects of the students’ work: 1) the quality of the thesis as a finished product (this is the foremost criterion for evaluation); 2) the ability of the student throughout the term to submit satisfactory work in a timely fashion while incorporating feedback from the faculty advisor and peer readers; 3) the content and performance of the final oral presentation. The faculty members typically spend between 30 to 40 minutes on each student in these conversations, so it is often extended into two meetings. During the conversations, the faculty members focus on details of the student’s thesis, including but not limited to: clarity of argument, quality of writing, accuracy of citation style, skill in use of secondary sources. (See supplemental materials for a fuller description.)

### **REQUIREMENTS FOR HONORS**

The departmental faculty awards honors on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. The faculty requires a minimum 3.7 average in major-

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

related coursework to consider a student for honors.

### STUDY ABROAD

The EALC Department strongly recommends that majors study abroad to maximize their language proficiency and cultural familiarity. We require formal approval by the study abroad advisor prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by EALC. If study abroad is not practical, students may consider attending certain intensive summer schools that EALC has approved. Students must work out these plans in concert with the department's study abroad advisor and the student's dean.

### LANGUAGE PLACEMENT TESTS

The two language programs conduct placement tests for first-time students at all levels in the week before classes start in the fall semester.

- To qualify for third-year language courses, students need to finish second-year courses with a score of 3.0 or above in all four areas of training: listening, speaking, reading, and writing.
- In the event that students do not meet the minimum grade at the conclusion of second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision.
- Students must take a placement test before starting third-year language study in the fall.

### FACULTY IN CHINESE LANGUAGE

#### *At Haverford:*

**Shizhe Huang** (*on leave 2017-2018*)

C.V. Starr Professor of Asian Studies; Associate Professor of Chinese and Linguistics; Director of the Chinese Language Program

#### **Ying Liu**

Visiting Assistant Professor at Haverford;  
Lecturer at Bryn Mawr

#### **Lan Yang**

Drill Instructor in Chinese

#### *At Bryn Mawr:*

#### **Tz'u Chiang**

Senior Lecturer, Chinese Language Program

#### **Changchun Zhang**

Instructor; Acting Director of the Chinese Language Program

### FACULTY IN JAPANESE LANGUAGE

#### *At Haverford:*

#### **Kimiko Suzuki**

Instructor, Japanese Language Program

#### **Yuka Usami Casey**

Visiting Instructor in Japanese

#### **Minako Kobayashi**

Japanese Drill Instructor

#### **Tetsuya Sato**

Senior Lecturer and Director of the Japanese Language Program

### FACULTY IN HISTORY, LITERATURE, AND CULTURE

#### *At Haverford:*

#### **Hank Glassman**

Janet and Henry Ritchotte '85 Professor of Asian Studies, Associate Professor of East Asian Languages and Cultures

#### **Erin Schoneveld**

Assistant Professor of East Asian Languages and Cultures

#### **Paul Smith**

John R. Coleman Professor of Social Sciences, Professor of History and Co-chair of the Department

#### *At Bryn Mawr:*

#### **Rebecca Fu**

Visiting Assistant Professor of East Asian Languages and Cultures

#### **Yonglin Jiang**

Associate Professor of East Asian Languages and Cultures and Co-chair of the Department

#### **Shiamin Kwa**

Assistant Professor of East Asian Languages and Cultures on the Jye Chu Lectureship in Chinese Studies

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

### **COURSES IN EAST ASIAN STUDIES AT HAVERFORD**

#### **EALC H112 MYTH, FOLKLORE, AND LEGEND IN JAPAN**

*Hank Glassman*

Humanities (HU)

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources. (Offered Fall 2017)

#### **EALC H120 CONFUCIANIZING CHINA: INDIVIDUAL, SOCIETY, AND THE STATE**

*Paul Smith*

Social Science (SO)

A survey of the philosophical foundations and political and social dissemination of Confucianism from its founding through the 21st century. Particular emphasis is placed on how Confucianism shaped normative relationships between men and women and the individual, society, and the state; and on the revolutionary rejection and dramatic revival of Confucianism under the PRC. Crosslisted: History, East Asian Languages & Cultures (Offered Spring 2018)

#### **EALC H132 JAPANESE CIVILIZATION**

*Erin Schoneveld*

Humanities (HU)

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. (Offered Fall 2017)

#### **EALC H200 MAJOR SEMINAR: APPROACHES TO THE STUDY OF EAST ASIAN CULTURES**

*Paul Smith*

Social Science (SO)

This course introduces current and prospective majors and interested students 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, and culminates in a substantial research essay. Required of EALC majors, 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. Crosslisted: East Asian Languages & Cultures, History (Offered Spring 2018)

#### **EALC H201 INTRODUCTION TO BUDDHISM**

*Hank Glassman*

Humanities (HU)

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion (Not offered 2017-18)

#### **EALC H203 UKIYO-E: THE ART OF JAPANESE PRINTS**

*Erin Schoneveld*

Humanities (HU)

This course explores the evolution of Japanese woodblock prints, artists, collectors, and exhibition practices from the 17th century through the present day. (Offered Spring 2018)

#### **EALC H219 MODERN AND CONTEMPORARY EAST ASIAN ART AND VISUAL CULTURE**

*Erin Schoneveld*

Humanities (HU)

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. (Not offered 2017-18)

#### **EALC H230 POSTWAR JAPANESE CINEMA**

*Erin Schoneveld*

Humanities (HU)

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. (Offered Spring 2018)

#### **EALC H231 PRE-MODERN JAPANESE LITERATURE**

*Hank Glassman*

Humanities (HU)

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

This is a course introducing classical and medieval Japanese literature, and also related performance traditions. No background in either East Asian culture or in the study of literature is required; all works will be read in English translation. (Advanced Japanese language students are invited to speak with the instructor about arranging to read some of the works in the original or in translation into modern Japanese.) The course is a chronological survey of Japanese literature from the tenth century to the fifteenth. It will focus on well-known texts like the *Tale of Genji* and the *Pillow Book*, both written by women, and the ballad-form *Tale of the Heike*. (Offered Spring 2018 by Staff)

### **EALC H247 DEATH AND THE AFTERLIFE IN EAST ASIAN RELIGIONS**

*Hank Glassman*

Humanities (HU)

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions.

(Offered Spring 2018)

### **EALC H256 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY**

*Hank Glassman*

Humanities (HU)

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. (Offered Fall 2017)

### **EALC H268 WAR AND MILITARY CULTURE IN CHINA**

*Paul Smith*

Social Science (SO)

This course surveys the role of war and the tension between civil and martial values in Chinese history, the place of China's military arts and sciences in global history, and literary and

biographical representations of China's experience of war. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above or instructor consent. (Typically offered every three years)

### **EALC H273 EAST ASIA'S GLOBAL WARS: OPIUM WAR TO VIETNAM**

*Paul Smith*

Social Science (SO)

This course explores the violent century spanning the Opium War (1839-1842); Japan's wars with Korea, Russia, and China (1894-1930s); America's entanglement with China and Japan in WW II; and the continued East Asian wars in Korea (1950-1953) and Vietnam (1945-1975). Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above or instructor consent. (Offered Fall 2017)

### **EALC H305 ART AND THE ENVIRONMENT IN EAST ASIA**

*Erin Schoneveld*

Humanities (HU)

This course examines the relationship between environment and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies (Offered Fall 2017)

### **EALC H347 TOPICS IN EAST ASIAN HISTORY: QUAKERS IN EAST ASIA**

*Paul Smith*

Social Science (SO)

Haverford's Quakers were key observers of and participants in the wars, revolutions, and social upheavals in East Asia from the late-19<sup>th</sup> through the mid-20<sup>th</sup> century. We will witness these events through their eyes, via the documentary and visual materials collected in Haverford's Special Collections and Philadelphia's American Friends Service Committee archives. This experience in archival research will culminate in individual research projects on aspects of the Friends's 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. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above or instructor consent. (Offered Fall 2017)

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

### **EALC H370 ADVANCED TOPICS IN BUDDHIST STUDIES: PURE LAND BUDDHISM IN EAST ASIA**

*Hank Glassman*

Humanities (HU)

Advanced course on a topic chosen annually by instructor. The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history of Buddhism. The 2017-2018 iteration will focus on Pure Land Buddhism, and especially on visual culture and iconology. Prerequisite(s): EALC 201 or instructor consent. (Offered Fall 2017)

### **EALC H398 SENIOR SEMINAR**

*Staff*

Humanities (HU)

A semester-long research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission. (Offered every fall, in conjunction with BMC)

## **COURSES IN EAST ASIAN STUDIES AT BRYN MAWR**

### **EALC B110 INTRO TO CHINESE LITERATURE (IN ENGLISH)**

*Rebecca Fu*

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. (Offered Fall 2017)

### **EALC B131 CHINESE CIVILIZATION**

*Yonglin Jiang*

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies. (Offered Spring 2018)

### **EALC B212 TOPICS: INTRODUCTION TO CHINESE LITERATURE**

*Staff*

This is a topics course. Topics may vary. (Not offered 2017-18)

### **EALC B225 TOPICS IN MODERN CHINESE LITERATURE**

*Staff*

This is a topics course. This course explores modern China from the early 20th century to the present through its literature, art and films, reading them as commentaries of their own time. Topics vary. (Not offered 2017-18)

### **EALC B240 TOPICS IN CHINESE FILM**

*Shiamin Kwa*

This is a topics course. Course content varies. (Offered Spring 2018)

### **EALC B255 UNDERSTANDING COMICS: INTRODUCTION TO READING THE GRAPHIC NOVEL**

*Shiamin Kwa*

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called “comics,” “graphic novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements. (Offered Spring 2018)

### **EALC B260 THE HISTORY AND RHETORIC OF BUDDHIST MEDITATION**

*Staff*

While Buddhist meditation is often seen as a neutral technology, free of ties to any one spiritual path or worldview, we will examine the practice through the cosmological and soteriological contexts that gave rise to it. This course examines a great variety of discourses

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

surrounding meditation in traditional Buddhist texts. (Not offered 2017-18)

### **EALC B264 HUMAN RIGHTS IN CHINA**

*Yonglin Jiang*

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants. (Offered Fall 2017)

### **EALC B270 TOPICS IN CHINESE HISTORY**

*Staff*

This is a topics course, course content varies. (Not offered 2017-18)

### **EALC B281 FOOD IN TRANSLATION: THEORY AND PRACTICE**

*Staff*

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. (Not offered 2017-18)

### **EALC B322 TOPICS: CONSIDERING THE DREAM OF RED CHAMBERS**

*Staff*

*The Dream of Red Chambers (Hongloumeng)* is arguably the most important novel in Chinese literary history. The novel tells the story of the waxing and waning of fortunes of the Jia family and their networks of family and social relations, and in its finely articulated details also serves as a chronicle of the Qing dynasty, an examination of visual culture, environment, kinship, sociology, economics, religious and cultural beliefs, and the

structures of domestic life. In addition to addressing these aspects that we might categorize as external, the novel also turns inwards and examines the human heart and mind. How can we know another? How do we define ourselves? These questions, and many others, have occupied scholars for the last two centuries. We will spend the semester reading all five volumes of the David Hawkes translation, with secondary readings assigned to guide the discussion based on the semester's theme. Course topics varies. (Not offered 2017-18)

### **EALC B325 TOPICS IN CHINESE HISTORY AND CULTURE**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-18)

### **EALC B345 TOPICS IN EAST ASIAN CULTURE**

*Staff*

This is a topics course. Course contents vary. (Not offered 2017-18)

### **EALC B352 CHINA'S ENVIRONMENT**

*Staff*

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite(s): Sophomore standing. (Not offered 2017-18)

### **EALC B353 THE ENVIRONMENT ON CHINA'S FRONTIERS**

*Staff*

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are. (Not offered 2017-18)

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

### **EALC B355 ANIMALS, VEGETABLES, MINERALS IN EAST ASIAN LITERATURE AND FILM**

*Shiamin Kwa*

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts. (Offered Fall 2017)

### **EALC B362 ENVIRONMENT IN CONTEMPORARY EAST ASIA: CHINA AND JAPAN**

*Staff*

This seminar explores environmental issues in contemporary East Asia from a historical perspective. It will explore the common and different environmental problems in Japan and China, and explain and interpret their causal factors and solving measures in cultural traditions, social movements, economic growth, political and legal institutions and practices, international cooperation and changing perceptions. Prerequisite(s): Sophomore standing or above. (Not offered 2017-18)

### **EALC B398 SENIOR SEMINAR**

*Shiamin Kwa*

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission. (Offered Fall 2017)

### **EALC B399 SENIOR SEMINAR**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors. (Not offered 2017-18)

## **CHINESE COURSES**

### **CNSE 001/002 INTENSIVE FIRST-YEAR CHINESE**

*Ying Liu*

Humanities (HU)

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. Requires attendance at class and drills. (Offered Fall 2017 and Spring 2018 at Bryn Mawr)

### **CNSE 003 SECOND-YEAR CHINESE**

*Changchun Zhang*

Humanities (HU)

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Requires attendance at class and drills. Prerequisite(s): First-year Chinese or a passing score on the Placement Exam or instructor consent. (Offered Fall 2017 at Haverford)

### **CNSE 004 SECOND-YEAR CHINESE**

*Changchun Zhang*

Humanities (HU)

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite(s): First-year Chinese or a passing score on the Placement Exam. Attendance required at class and drills. Prerequisite(s): CNSE 003. (Offered Spring 2018 at Haverford)

### **CNSE 007/008 FIRST-YEAR CHINESE NON-INTENSIVE**

*Ying Liu*

Humanities (HU)

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second-year Chinese. It is a year-long course that covers the same lessons as the intensive First-year Chinese,

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

but the class meets only three hours a week. Students must place into Chinese 007 through the Chinese Language Placement exam. (Offered Fall 2017 and Spring 2018 at Haverford)

### **CNSE 101 THIRD-YEAR CHINESE**

*Tz'u Chiang*

Humanities (HU)

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression. Audio- and videotapes of drama and films are used as study aids. Prerequisite(s): Second-year Chinese or consent of instructor. (Offered Fall 2017 at Bryn Mawr)

### **CNSE 102 THIRD-YEAR CHINESE**

*Tz'u Chiang*

Humanities (HU)

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression. Audio- and videotapes of drama and films are used as study aids. Prerequisite(s): CNSE 101. (Offered Spring 2018 at Bryn Mawr)

### **CNSE 201 ADVANCED CHINESE: OLD ARCHITECTURE IN CHINA**

*Changchun Zhang*

Humanities (HU)

The courses in the "Advanced Chinese" series are the culmination of language training in the Bi-college Chinese program. Students can repeat such courses in the series with different topics. This semester the topic is Old Chinese Architecture. Students will read about old houses and temples, old villages and towns, and learn different histories, cultures, customs, religions, etc., in China, and enhance their Chinese proficiency in listening, speaking, reading, writing, and translation through intensive language practice. Prerequisite(s): Third-year Chinese or instructor consent. (Offered Fall 2017 at Haverford)

### **CNSE 202 ADVANCED CHINESE: 200 YEARS OF MELTING: DISUNITY AND REBIRTH OF CHINA IN 5<sup>TH</sup> AND 6<sup>TH</sup> CENTURY**

*Changchun Zhang*

Humanities (HU)

The courses in the "Advanced Chinese" series are the culmination of language training in the Bi-college Chinese program. Students can repeat such courses in the series with different topics.

This semester the topic is the Southern & Northern Dynasties, which were part of a long period of disunity in Chinese history. We will focus on how this period led to a grand amalgamation of ethnic groups and cultures through selected stories. Students will enhance their Chinese proficiency in listening, speaking, reading, writing, and translation through intensive language practice. Prerequisite(s): CNSE 201 or instructor consent. (Offered Spring 2018 at Haverford)

## **JAPANESE COURSES**

### **JNSE H001 FIRST-YEAR JAPANESE (INTENSIVE)**

*Tetsuya Sato, Yuka Usami-Casey, Minako Kobayashi*

Humanities (HU)

Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 11:30-12:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. This is a year-long course; both semesters (001 and 002) are required for credit. (Offered Fall 2017)

### **JNSE H002 FIRST-YEAR JAPANESE (INTENSIVE)**

*Tetsuya Sato, Yuka Usami-Casey, Minako Kobayashi*

Humanities (HU)

Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 11:30-12:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. This is a year-long course; both semesters (001 and 002) are required for credit. (Offered Spring 2018)

### **JNSE H003 SECOND-YEAR JAPANESE**

*Kimiko Suzuki, Minako Kobayashi*

Humanities (HU)

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTh 10:00-11:00 slot or TTh 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both

## EAST ASIAN LANGUAGES AND CULTURES (BI-CO)

semesters.) Prerequisite(s): First-year Japanese or equivalent or instructor consent. (Offered Fall 2017)

### **JNSE H004 SECOND-YEAR JAPANESE**

*Kimiko Suzuki, Minako Kobayashi*

Humanities (HU)

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTH 10:00-11:00 slot or TTH 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both semesters.) Prerequisite(s): JNSE 003 or equivalent or instructor consent. (Offered Spring 2018)

### **JNSE H101 THIRD-YEAR JAPANESE**

*Tetsuya Sato*

Humanities (HU)

A continuation of language study with further development of oral proficiency and reading/writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 004 or equivalent or instructor consent. (Offered Fall 2017)

### **JNSE H102 THIRD-YEAR JAPANESE**

*Kimiko Suzuki*

Humanities (HU)

A continuation of language study with further development of oral proficiency and reading/writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 101 or equivalent or instructor consent. (Offered Spring 2018)

### **JNSE H201A ADVANCED JAPANESE: DISCERNING HIDDEN MEANINGS IN JAPANESE MEDIA**

*Kimiko Suzuki*

Humanities (HU)

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or

equivalent or instructor consent. (Offered Fall 2017)

### **JNSE H201B ADVANCED JAPANESE**

*Staff*

Humanities (HU)

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or equivalent or instructor consent. (Offered Spring 2018)

# ECONOMICS

[haverford.edu/economics](http://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 theoretical 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. Even 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.

## LEARNING GOALS

Students will:

- learn to approach real-world problems like an economist.
- achieve competency in the building blocks of economic theory.
- achieve competency in statistics and econometrics.
- communicate as an economist.
- develop and execute an original economics research project.

## CURRICULUM

The introductory courses, ECON 104, 105 or 106, introduce the building blocks of microeconomic and macroeconomic theory, as well as their applications. Microeconomics is the study of the behavior of firms and individuals, and their interactions in markets for goods, services, labor, and assets. Macroeconomics is the study of aggregate economic performance, including indicators such as GDP, inflation, unemployment and the budget deficit, and policy tools such as interest rates and government spending. These courses provide 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 ECON 104, 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, public health economics, crises, economic development of China and India, and game theory.

Methods courses, which include ECON 203 (Statistical Methods in Economics) or ECON 204 (Economic Statistics with Calculus) followed by ECON 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, ECON 300 (Intermediate Microeconomic Theory) and ECON 302 (Intermediate Macroeconomic Theory), follow up on the introductory theory course. They offer more in-depth and mathematical treatments of these theoretical concepts, which are the building blocks for modern economic thought and research.

Advanced (300-level) elective courses involve a more technically sophisticated approach to analyzing a variety of economic issues. Most focus on a specific area of economic inquiry. These topics courses include such diverse areas as behavioral economics, natural resource economics, international trade, and economics of uncertainty. These advanced topics courses require some combination of ECON 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.

Junior Research Seminars (37x), are a set of courses designed to develop the student's research skills, and to prepare them for the looming senior thesis process. In these courses, students become familiar with the process of gaining expertise in a particular area of

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scholarship and finding ways to contribute to it. They are exposed to canonical and cutting-edge research alike, and develop proposals for their own related original research projects.

During the year-long Senior Thesis Research Seminar (ECON 396A and ECON 396B), students prepare for, plan and execute their senior thesis project. The first semester involves some classwork and skill building, while the second semester involves individual research under the supervision of a faculty member.

### MAJOR REQUIREMENTS

- MATH 118 or the equivalent of two semesters of college calculus
  - Majors must complete this requirement by the end of sophomore year.
- ECON 104, 105 or 106
- ECON 203 or 204
- ECON 300
- ECON 302
- ECON 304
- ECON 396A and 396B
- FOUR other semester-long economics courses above the 100 level, including two 300-level courses, one of which must be a Junior Research Seminar (37X).

- 
- Majors are advised to take ECON 104, 105 or 106, ECON 203 or 204, and one of the intermediate theory courses (ECON 300 or 302) by the end of their sophomore year.
  - ECON 300 AND ECON 302 must be completed by the end of junior year.
  - ECON 304 and the Junior Research Seminar must be completed by the end of fall semester of senior year.
  - ECON 396A and 396B are taken during the fall and spring, respectively, of senior year.

### 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 ECON 105). Some courses have different numbering across the campuses, in particular the Haverford courses: ECON 203/204 (Economics 253 at Bryn Mawr), ECON 300 (Economics 200

at Bryn Mawr), and ECON 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 with strong economics backgrounds may place out of ECON 104/105/106 through a placement test, but they will be required to take an extra elective to complete the major.

Students who plan to apply to graduate programs in public policy or business should take additional math courses through at least MATH 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 MATH 215 (Linear Algebra) and MATH 317 (Analysis I). Economics majors also have the option to pursue the Concentration in Mathematical Economics, which is described under its own heading in this catalog.

### MINOR REQUIREMENTS

- ECON 104, 105 or 106
- ECON 203 or 204
- ECON 300 or 302
- Three other economics courses at the 200 and/or 300 levels.

### SENIOR PROJECT

The senior thesis at Haverford College is the culmination of a four-year learning process during which students develop their scholarly interests and become independent thinkers. The year-long, two-semester Senior Research Seminar in Economics imparts skills and techniques essential to students undertaking original independent research projects. The first (fall) semester includes: workshops on research techniques, on thesis writing skills and on data collection and management with Excel and Strata; presentations of working papers by visiting scholars preceded by small group critiques of each paper; and one-on-one work with a faculty member to develop a thesis proposal. The course focuses on acquisition of tools to conduct original research, learning how to engage in scholarly discussions, and learning about critical analysis. By the end of the fall semester, students have developed an original

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research idea and written a formal proposal for the thesis which they have orally presented to a sub-section of the class. The faculty members overseeing the class must approve the proposal. Independent work under the guidance of a faculty advisor begins at the end of the first semester and continues throughout the second semester. During the second (spring) semester, students develop their thesis through extensive reading, empirical and or theoretical analysis of the research question, individual sessions with a faculty advisor, and group discussion. The final thesis is an original economic contribution to the field of knowledge in which the thesis is located. Each student demonstrates a clear mastery of the literature surrounding the research question, an understanding of the theoretical underpinnings of the question, and adequate analysis and discussion of results.

### Senior Project Learning Goals

Students will learn to:

- craft a viable economics research question and design a project that will answer it.
- summarize the economic scholarship related to this question while discovering and articulating relationships among texts and contextualizing the research question within the broader literature.
- construct and execute an analytic argument that culminates in well-grounded and testable hypotheses.
- collect, manage, and analyze data to test the hypotheses.
- develop and articulate well-founded conclusions based on the empirical or theoretical evidence.
- write a professional-quality research paper that presents their work and findings.
- present the findings of their research orally using relevant visual aids (graphs, tables, mathematical equations, for example).

### Senior Project Assessment

We provide two rubrics for assessment of the economics senior thesis, one for a theoretical thesis and one for the more common empirical thesis. The rubrics, which assess the written thesis, were tested and approved by faculty members in the spring of 2014. Currently each faculty member will assess the thesis of their advisees, providing a rating of each criterion. While the ratings will be related to the final grade that the student receives, the faculty member will

have the opportunity to incorporate other facets of the students' experience to the grading process such as creativity, improvement, perseverance, etc. At the time of grading, the ratings will be submitted to the department's administrative assistant who will compile the results, using a numerical translation of the ratings (4=excellent; 3=proficient, etc.). Each fall, the department will meet and look over the ratings to determine which categories the students are more or less proficient in and where we have seen improvement or setbacks and to assess the continued relevance of the criteria. The outcome of this meeting will guide changes to the fall senior thesis curriculum and potentially to the economics major curriculum as well as changes to the rubric.

### REQUIREMENTS FOR HONORS

The department invites economics majors, whose grade point average in economics courses at Haverford, Bryn Mawr, and Swarthmore at the beginning of the second semester of the senior year is 3.60 or higher and who have conducted themselves with academic integrity throughout their time at Haverford College, to become a candidate for the degree of honors in economics.

### RELATED CONCENTRATION

#### Concentration in 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 each other'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 introducing a theory of equilibrium in non-cooperative games that has become central to contemporary economic theory. Haverford's Concentration in Mathematical Economics enables students in each of the disciplines not only to gain proficiency in the other, but also to understand the ways in which they are related and complementary.

### DEGREE PARTNERSHIP PROGRAM

**4+1 Engineering Program with the University of Pennsylvania**

## ECONOMICS

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. Study for four years at Haverford, then one year at Penn, enables the student to receive a Bachelor of Science degree 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.

### FACULTY

**Richard Ball**

Professor

**Julie Becher**

Visiting Assistant Professor

**Carola Binder**

Assistant Professor

**Jane Dokko**

Visiting Assistant Professor

**Eric Gaus**

Visiting Assistant Professor

**Neal Grabell**

Visiting Assistant Professor

**Saleha Jilani** (*on leave Spring 2018*)

Assistant Professor

**Vladimir Kontorovich**

Professor

**Timothy Lambie-Hanson**

Visiting Assistant Professor

**Shannon Mudd**

MI3 Director and Visiting Professor

**David Owens**

Chair and Associate Professor

**Giri Parameswaran**

Assistant Professor

**Anne Preston** (*on leave 2017-2018*)

Professor

### COURSES

**ECON H104 INTENSIVE INTRODUCTION TO ECONOMICS**

*Anne Preston*

Social Science (SO)

An intensive introduction to both 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. Designed for students who have not taken economics previously, the course meets 3 1/2 hour sessions per week and includes labor market applications (minimum wage, income inequality and the returns to college). (Not offered 2017-18)

**ECON H105 INTRODUCTION TO ECONOMICS**

*Staff*

Social Science (SO)

An introduction to microeconomic and macroeconomic concepts and topics. Micro topics include opportunity cost, supply and demand, consumer decision making, the theory of the firm, production costs, market structures, market failure, efficiency, and welfare. Macroeconomic topics include: measurement of national output, inflation and unemployment, equilibrium output determination, money and banking, interest rates, and fiscal and monetary policy. Because ECON 105 requires graphical and algebraic competency, students are strongly encouraged to take a college-level calculus course either before or concurrently with this course. (Offered Fall 2017 and Spring 2018)

**ECON H106 INTRODUCTION TO ECONOMICS WITH CALCULUS**

*Giri Parameswaran*

Social Science (SO), Quantitative (QU)

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 ECON 105. Therefore, prior mathematical knowledge is a prerequisite for this

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course. Prerequisite(s): MATH 118 (Offered Spring 2018)

### **ECON H203 STATISTICAL METHODS IN ECONOMICS**

*Richard Ball*

Social Science (SO), Quantitative (QU)  
Foundations of statistical inference and data analysis. Three class hours and two lab hours. Prerequisite(s): ECON 104, 105, or 106; MATH 118. (Offered Spring 2018)

### **ECON H204 ECONOMIC STATISTICS WITH CALCULUS**

*Richard Ball*

Social Science (SO), Quantitative (QU)  
Formal development of the theory of statistical inference, and fundamentals of data analysis. Three hours of class plus two hours of lab per week. Prerequisite(s): ECON 104, 105 or 106; MATH 121 or 215. ECON 204 cannot be taken if ECON 203, MATH 203, SOCL 215, PSYCH 200, or Bryn Mawr's ECON B253 have been taken. (Offered Fall 2017)

### **ECON H206 MICROFINANCE: THEORY, PRACTICE AND CHALLENGES**

*Shannon Mudd*

Social Science (SO)  
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. (Offered Spring 2018)

### **ECON H207 MONEY AND BANKING**

*Eric Gaus*

Social Science (SO)  
This course will focus on the basic features of asset market equilibria and the nature of interactions between private sector agents, the banking system, and the central bank. The course will begin with a description of how asset prices are determined in stock and bond markets, and then move on to a study of more sophisticated financial assets such as forwards, futures, and options. The course will ultimately facilitate a discussion of the 2008 financial crisis. Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

### **ECON H209 LAW AND ECONOMICS**

*Vladimir Kontorovich*

Social Science (SO)

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 McDonald's coffee won several million dollars in compensation. Does that make sense? We apply economic analysis to these and many other questions in the areas of property law, contracts, torts, and legal procedure. Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

### **ECON H210 LINEAR OPTIMIZATION AND GAME THEORY**

*Curtis Greene*

Natural Science (NA)

Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming and hidden Markov models. Emphasis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. This course is designed for students interested in computer science, economics, or mathematics. Crosslisted: Mathematics, Computer Science, Economics; Prerequisite(s): MATH 215 or equivalent or instructor consent. (Offered Spring 2018)

### **ECON H240 ECONOMIC DEVELOPMENT AND TRANSFORMATION: CHINA VS. INDIA**

*Saleha Jilani*

Social Science (SO)

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.

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We examine factors affecting economic development in these emerging economies, including the role of market failure versus government failure, globalization, and institutions. The principal goals for this course include engaging students in critical analysis of published research, exposing them to an application of key economic concepts and theories applied to the study of economic growth and development, and introducing them to the process of conducting original research. Prerequisite(s): ECON 104, 105 or 106. (Not offered 2017-18)

### **ECON H247 FINANCIAL AND MANAGERIAL ACCOUNTING**

*Neal Grabell*

Social Science (SO)

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 TOWARDS THE ECONOMICS MAJOR AT HAVERFORD. Crosslisted: Economics, Independent College Programs (Offered Fall 2017)

### **ECON H249 THE SOVIET SYSTEM AND ITS DEMISE**

*Vladimir Kontorovich*

Social Science (SO)

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. Crosslisted: Economics, Political Science, Russian; Prerequisite(s): ECON 104, 105, or 106, or two one-semester courses in political science or history. (Offered Fall 2017)

### **ECON H250 HEALTH ECONOMICS**

*Julie Becher*

Social Science (SO)

This course explores the important issues of health and health care from an economic perspective. Students will consider the roles and perspectives of individuals, providers, insurers

and governments, and how their decisions are shaped by different economic, political and ethical motivations. Prerequisite(s): ECON 104, 105 or 106. (Offered Fall 2017)

### **ECON H255 CRISES**

*Timothy Lambie-Hanson*

Social Science (SO)

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. Prerequisite(s): ECON 104, 105 or 106. (Offered Spring 2018)

### **ECON H282 INEQUALITY AND PUBLIC POLICY**

*Matthew Incantalupo*

Social Science (SO)

An exploration of the relationship between policy and economic outcomes—or “who gets what”—in the United States. We will examine the causes of rising inequality and its effects on American democracy, with a focus on wages, taxes, healthcare, education, and criminal justice. Crosslisted: Economics, Political Science; Prerequisite(s): ECON 104, 105 or 106. (Not offered 2017-18)

### **ECON H297 ECONOMIC SOCIOLOGY**

*Mark Gould*

Social Science (SO)

The sociological analysis of economic systems and the sociological reconstruction of microeconomic theory. Crosslisted: Sociology, Economics (Not offered 2017-18)

### **ECON H298 IMPACT INVESTING**

*Shannon Mudd*

Social Science (SO)

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

## ECONOMICS

foundation. Crosslisted: Economics, Independent College Programs, PJHR; Prerequisite(s): ECON 104 or 105 or 106. (Offered Fall 2017)

### **ECON H300 INTERMEDIATE MICROECONOMIC ANALYSIS**

*Vladimir Kontorovich*

Social Science (SO)

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. 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 in Introduction to Economics (ECON 104/105/106) are studied more rigorously and in greater depth. New topics, such as behavior under risk, insurance, and imperfect information, are introduced. Prerequisite(s): ECON 104, 105 or 106; MATH 118. (Offered Spring 2018)

### **ECON H302 INTERMEDIATE MACROECONOMIC ANALYSIS**

*Timothy Lambie-Hanson*

Social Science (SO)

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. Prerequisite(s): ECON 104 or 105 or 106. (Offered Fall 2017)

### **ECON H304 INTRODUCTION TO ECONOMETRICS**

*Staff*

Social Science (SO)

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(s): ECON 104, 105 or 106; MATH 118 (or equivalent of 2 semesters of college calculus); ECON 203 or 204 or MATH 203 or SOCL 215 or PSYCH 200, or Bryn Mawr's ECON B253. (Offered Fall 2017)

### **ECON H306 ADVANCED CORPORATE FINANCE**

*Shannon Mudd*

Social Science (SO)

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(s): ECON 203 or 204 or MATH 203 or SOCL 215, PSYCH 200, or Bryn Mawr's ECON B253; ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

### **ECON H311 THEORY OF NON-COOPERATIVE GAMES**

*Staff*

Social Science (SO)

A course on game theory. We will examine mathematical models of how rational actors engage in collaboration and conflict. Topics include utility theory, social choice, normal and extensive-form games, games with incomplete information, repeated games, and bargaining. We will connect these topics to applications in business, economics, law, politics, and biology. Our focus is on game theory as a tool to understand strategic interaction, and not just a collection of models to solve. Prerequisite(s): ECON 300; MATH 121 or Math 216 recommended. (Not offered 2017-18)

### **ECON H314 BEHAVIORAL ECONOMICS**

*David Owens*

Social Science (SO)

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

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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(s): ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

### **ECON H347 ADVANCED MACROECONOMICS**

*Staff*

Social Science (SO)

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. Prerequisite(s): ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently),. (Offered Fall 2017)

### **ECON H355 ADVANCED MICROECONOMICS: UNCERTAINTY**

*Giri Parameswaran*

Social Science (SO)

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. Prerequisite(s): MATH 121 or 216; Econ majors: ECON 300; Non-Econ majors: ECON 104 or 105 or 106 and at least one of ECON 300 or MATH 215. (Offered Spring 2018)

### **ECON H360 MATHEMATICAL ECONOMICS**

*Giri Parameswaran*

Social Science (SO), Quantitative (QU)

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. Fulfills Mathematical Economics (MTEC) concentration. Crosslisted:

Economics, Mathematics; Prerequisite(s): MATH 215; either MATH 121 or 216; ECON 203 or 204 or MATH 203 or SOCL 215 or PSYCH 200 or Bryn Mawr's ECON B253 recommended. (Offered Fall 2017)

### **ECON H371 JUNIOR RESEARCH SEMINAR: PSYCHOLOGICAL BIASES AND ECONOMIC DECISIONS**

*David Owens*

Social Science (SO)

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(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Spring 2018)

### **ECON H372 JUNIOR RESEARCH SEMINAR: ADVANCED INTERNATIONAL TRADE**

*Saleha Jilani*

Social Science (SO)

This seminar-based course covers topics in international trade theory and policy, and foreign direct investment. 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 include dynamic comparative advantage, factor movements and multinational corporations, effects of trade on economic growth and income inequality, international trade policy negotiations, the economics of trade agreements and disputes, and regional economic integration. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

### **ECON H373 JUNIOR RESEARCH SEMINAR: ACCESS TO FINANCE**

*Shannon Mudd*

Social Science (SO)

This seminar examines the determinants of access to finance with particular emphasis on small business financing. The primary focus will be on commercial banking. We will examine such issues as banking structures, lending technologies, regulatory issues and problems of asymmetric information, all with a focus on

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access to finance. We will also examine microfinance as an alternative approach for providing financial services to the poor. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

### **ECON H374 JR RESEARCH SEMINAR: TOPICS IN INDUSTRIAL ORGANIZATION**

*Timothy Lambie-Hanson*

Social Science (SO)

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. Prerequisite(s): ECON 300 or ECON B200 at Bryn Mawr; MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

### **ECON H377 JUNIOR RESEARCH SEMINAR: POLITICAL ECONOMY**

*Giri Parameswaran*

Social Science (SO)

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. Crosslisted: Economics, Political Science; Prerequisite(s): MATH 118 and ECON 300 or ECON B200 at Bryn Mawr; MATH 121 (or MATH 216) is desirable. (Offered Spring 2018)

### **ECON H379 JUNIOR RESEARCH SEMINAR: THE FEDERAL RESERVE**

*Carola Binder*

Social Science (SO)

This course covers the history of central banking, with emphasis on the Federal Reserve. We will study the creation and evolution of the Fed, its role in economic and financial crises, and current debates in monetary policy. Prerequisite(s): ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently). MATH 118 (or equivalent of 2 semesters of college calculus). (Not offered 2017-18)

### **ECON H396A RESEARCH SEMINAR**

*Staff*

Social Science (SO)

Must be a senior Economics major.

Prerequisite(s): ECON 203 or 204 or MATH 203 or SOCL 215 or PSYC 200 or Bryn Mawr's ECON B253; ECON 300 or ECON B200 at Bryn Mawr; ECON 302 or ECON B202 at Bryn Mawr; ECON 304 (can be taken concurrently); MATH 118 (or equivalent of 2 semesters of college calculus). (Offered Fall 2017)

### **ECON H396B RESEARCH SEMINAR**

*Staff*

Social Science (SO)

Must be a senior Economics major.

Prerequisite(s): ECON 304; an ECON 37X Jr. Research Seminar; ECON 396A. (Offered Spring 2018)

# EDUCATION PROGRAM (BI-CO)

[haverford.edu/education](http://haverford.edu/education)

The Bryn Mawr/Haverford Education Program is based on the belief that education rests on dialogue. Focused on teaching and learning as social, political, and cultural activities, the Education Program challenges students to explore the relationships among schooling, human development, and society as they gain and create knowledge and skills of educational theory and practice. Students who complete one of the Education Program options are prepared to become lifelong learners, educators, researchers, leaders and agents of change. Each course includes a field experience—from two hours each week to full-time practice teaching—through which students learn to integrate academic and experiential knowledge.

## LEARNING GOALS

Students study education in order to:

- approach learning as a pivotal human and cultural activity.
- explore ideas about how people, communities, and institutions change and grow.
- investigate schooling as a powerful and problematic setting for personal and societal development.
- examine educational institutions in the context of political, economic, cultural and social dynamics.
- specialize in such topics as urban schooling, special education/disability studies, math and science education, literacy and language diversity studies, and educational psychology.
- experience and reflect on fieldwork placements in classrooms and others educational settings.
- prepare for future study and work in teaching, academia, counseling, leadership and other positions serving the public good.

## CURRICULUM

The Bi-College Education Program offers several options. Students may:

- explore one or more aspects of education in areas of particular interest—such as urban schooling—by enrolling in single courses.
- pursue the Minor in Educational Studies.
- pursue the Concentration in Education, if

majoring at Haverford in mathematics or physics.

- 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.

Students in the Tri-College community may also apply to sub-matriculate as juniors or seniors into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program.

The requirements for the two tracks of the minor (educational studies and teacher certification) and the Concentration in Educational Studies are described below. Students interested in these options should meet with the Education Program Advisor as early as possible for advice on scheduling, preferably by the sophomore year.

## MINOR REQUIREMENTS

The following two minors are available to Haverford and Bryn Mawr students via Bryn Mawr:

### Educational Studies Path

The Bi-College Minor in Educational Studies is an interdisciplinary exploration of the cultural, political, developmental, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as graduate study in education, pursuit of elementary or secondary certification after graduation, or a host of activities that require educational expertise. Many professions and pursuits—management and training positions, research, administration and policy work, and careers in social work, health and law—involve using an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate to their major area of study and their anticipated futures.

## EDUCATION PROGRAM (BI-CO)

Requirements for the Minor in Educational Studies include:

- EDUC 200 (Critical Issues in Education)
- Four education courses. At least two must be offered by Education Program or affiliated faculty (J. Cohen, /A. Cook-Sather/H. Curl/ V. Donnay/D. Flaks/A. Lesnick/ K. Rho/ C. Wilson-Poe/K. Zuckerman). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away).
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWK 676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC 295 (Advocating Diversity in Higher Education).

### Secondary Teacher Certification Path

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese, German, and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 (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 Seminar) (fall semester, prior to student teaching)
- EDUC 302 (Practice Teaching Seminar) and EDUC 303 (Practice Teaching). These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

*Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.*

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

### Title II Reporting

Title II of the 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 Kelly Gavin Zuckerman at [kzuckerman@brynmawr.edu](mailto:kzuckerman@brynmawr.edu).

## CONCENTRATION REQUIREMENTS

Students majoring in mathematics or physics at Haverford may declare an Area of Concentration in Educational Studies. For the Concentration, students take four courses in the education program:

- EDUC 200 (Critical Issues in Education)

## EDUCATION PROGRAM (BI-CO)

- Two education courses (must be courses offered by Education Program or affiliated faculty (J. Cohen/A. Cook-Sather/H. Curl/V. Donnay/D. Flaks/A. Lesnick/K. Rho/ C. Wilson-Poe/K. Zuckerman)
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWK 676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUC 295 (Advocating Diversity in Higher Education).

In addition to these education courses, students take two courses in their major field of study. A unit of Independent Study within the major may be used to fulfill this requirement.

### Mathematics majors

To complete the concentration in educational studies, mathematics majors must:

- Earn credit for MATH 460 (Teaching Assistantship) in two different semesters, one half-credit each; and
- Choose the Mathematics Education option of the senior thesis, as outlined in the Standards for the Mathematics Senior Thesis.

### Physics majors

Students take the following courses:

- PHYS 459b (Teaching Laboratory Physics), typically in the second semester of the junior year; and
- PHYS 460a (Association in Teaching Basic Physics), typically in the first semester of the senior year.

All senior physics majors prepare and present to the department a talk and paper based on independent work. Education concentrators have the option of choosing a topic related to physics pedagogy for their research.

## STUDY ABROAD

We encourage students pursuing a teacher certification in a language to study abroad in a country where the language is spoken. Also, we accept towards the minor in education one education-related course a student takes while abroad.

## POST-BACCALAUREATE TEACHER EDUCATION PROGRAM

Graduates of Bryn Mawr and Haverford Colleges may complete requirements for certification to teach at the secondary level by enrolling in the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. In general, students complete the program in one academic year if they have majored in the subject they plan to teach.

The program offers certification in the English, mathematics, sciences (biology, earth and space sciences, and physics), languages (French, German, Latin, and Spanish; Chinese and Russian are also possibilities if student teaching placements can be found), and social studies.

## FACULTY

### Jody Cohen

Term Professor in the Bi-Co Education Program

### Alison Cook-Sather

Mary Katherine Woodworth Chair and Professor in the Bi-Co Education Program; Director of Peace, Conflict and Social Justice Program at Bryn Mawr College

### Heather Curl

Lecturer

### Debbie Flaks

Instructor

### Alice Lesnick

Director and Term Professor in the Bi-Co Education Program; Faculty Convener for International Programs at Bryn Mawr College

### Kathy Rho

Lecturer

### Chanelle Wilson-Poe

Instructor

### Kelly Gavin Zuckerman

Program Coordinator/Advisor/Lecturer

### *Affiliated Faculty at Haverford:*

#### Ana López Sánchez

Associate Professor of Spanish

## EDUCATION PROGRAM (BI-CO)

### *Affiliated Faculty at Bryn Mawr:*

#### **Victor Donnay**

Professor of Mathematics on the William R. Kenan, Jr. Chair and Co-Director of Environmental Studies

#### **Kimberly Cassidy**

President

#### **Madeline Cantor**

Associate Director and Term Professor of Dance

#### **Gail Hemmeter**

Senior Lecturer in English and Director of Writing

#### **Marissa Martino Golden**

Associate Professor of Political Science on the Joan Coward Chair in Political Economics

#### **David Karen**

Professor of Sociology

## **COURSES AT HAVERFORD**

### **EDUC H200 CRITICAL ISSUES IN EDUCATION**

*Heather Curl*

Social Science (SO)

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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education and the politics of schooling. Through fieldwork in an area school, students practice ethnographic methods of observation and interpretation. (Offered Fall 2017)

### **EDUC H275 ENGLISH LEARNERS IN U.S. SCHOOLS: POLICIES AND PRACTICES**

*Chanelle Wilson-Poe*

Social Science (SO)

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. Fieldwork required. Prerequisite(s): EDUC 200 or instructor consent. (Offered Fall 2017)

### **EDUC H301 CURRICULUM AND PEDAGOGY SEMINAR**

*Heather Curl*

Social Science (SO)

A consideration of theoretical and applied teacher preparation related to effective curriculum design, pedagogical approaches and related issues of teaching and learning leading to the creation of an extensive professional and reflective portfolio. Fieldwork required. Prerequisite(s): EDUC 200 or instructor consent. (Offered Fall 2017)

### **EDUC H302 PRACTICE TEACHING SEMINAR**

*Heather Curl*

Social Science (SO)

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, and open only to students engaged in practice teaching. Prerequisite(s): EDUC 200, EDUC 301, and additional coursework in teacher certification program; or instructor consent. (Offered Spring 2018)

### **EDUC H311 THEORIES OF CHANGE IN EDUCATIONAL INSTITUTIONS**

*Heather Curl*

Social Science (SO)

Drawing on students' weekly fieldwork, this seminar will explore how educational practice reflects and informs theories of change and pathways of action. Students their own theory of change; analyze the theories of change underlying their field sites; and develop skills and strategies for persisting in creative independence and interdependence with institutions. Areas of focus include teacher research and academic research, business models, network and relational models, mindfulness and listening, journalism, social media, museum studies and artistic expression. We bring these considerations to a reading of a current education reform initiative, The Baltimore Algebra Project, as a means of exploring the intersections of personal and structural growth. Prerequisite(s): Limited to students completing the minor in Educational Studies, or instructor consent. (Offered Spring 2018)

### **EDUC H360 LEARNING-TEACHING A FOREIGN LANGUAGE**

*Ana López Sánchez*

## EDUCATION PROGRAM (BI-CO)

### Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Education; Prerequisite(s): One 200-level course, or instructor consent. (Offered Fall 2017)

## COURSES AT BRYN MAWR

### EDUC B200 CRITICAL ISSUES IN EDUCATION

*Jody Cohen*

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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). (Offered Spring 2018)

### EDUC B210 PERSPECTIVES ON SPECIAL EDUCATION

*Debbie Flaks*

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students’ learning profiles affect their ability to learn in school from a functional perspective; how and why students’ educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students’ needs in an inclusive classroom. Two hours of fieldwork per week required. (Offered Fall 2017)

### EDUC B220 CHANGING PEDAGOGIES IN MATHEMATICS AND SCIENCE

*Victor Donnay*

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of

changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two (2) two hour visits per week for 8 weeks to a local math or science classroom. (Not offered 2017-18)

### EDUC B225 TOPICS: EMPOWERING LEARNERS

*Alice Lesnick*

This is a topics course. Course content varies. Praxis course. Prerequisite: EDUC B200 or permission of instructor. (Not offered 2017-18)

### EDUC B240 QUALITATIVE RESEARCH

*Jody Cohen*

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly. (Offered Fall 2017)

### EDUC B244 UNSETTLING LITERACY: PRAXIS

*Jody Cohen*

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of “literacy”: What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine “learning our letters,” in Frederick Douglas’s words, as providing “the pathway from slavery to freedom,” and/or (as claimed by a contemporary criminologist) as “training good workers for a problematic system”? How might “literacy” take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls “radical possibilities”? Placements will involve a weekly off-campus commitment of 3-4 hours. (Not offered 2017-18)

### EDUC B255 TECHNOLOGY, EDUCATION AND SOCIETY ALTERING ENVIRONMENTS

*Alice Lesnick*

## EDUCATION PROGRAM (BI-CO)

This course examines the dynamic role and impact of technology in classroom, informal, community, and global contexts. In order to develop agency and judgment in using, creating and evaluating technologies, students will learn via experience and critical exploration of associated questions of power, knowledge, culture, access, and identity. Prerequisite(s): EDUC 200. (Not offered 2017-18)

### **EDUC B260 MULTICULTURAL EDUCATION**

*Chanelle Wilson-Poe*

In our era of globalization, increased standardization of education, and perpetual discrimination, this course investigates the following key question: What does multicultural education mean today? We will investigate globalization, reflect on notions of power and privilege, critique understandings of difference, and examine the multi-faceted ways in which multicultural education is enacted in pedagogy, curriculum and educational organization. We will also examine the intersections between race, class, gender, sexuality, language, and citizenship status and try to assess their impact on teaching and learning. Fieldwork of two to three hours per week.

(Offered Spring 2018)

### **EDUC B266 SCHOOLS IN AMERICAN CITIES**

*Kelly Gavin Zuckerman*

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). (Offered Spring 2018)

### **EDUC B290 LEARNING IN INSTITUTIONAL SPACES**

*Jody Cohen*

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their

surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of “voice”—speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can “voice” instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons. (Offered Fall 2017)

### **EDUC B295 ADVOCATING DIVERSITY IN HIGHER EDUCATION**

*Alison Cook-Sather*

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

(Offered Spring 2018)

### **EDUC B302 PRACTICE TEACHING SEMINAR**

*Heather 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. (Offered Spring 2018)

### **EDUC B303 PRACTICE TEACHING IN SECONDARY SCHOOLS**

*Heather Curl*

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Offered Spring 2018)

### **SOWK B676 MAKING SPACE FOR LEARNING: PEDAGOGICAL PLANNING AND FACILITATION**

*Kathy Rho*

## **EDUCATION PROGRAM (BI-CO)**

Supported by the Teaching and Learning Institute (TLI) and a grant from The Andrew W. Mellon Foundation, this series of pedagogy workshops for graduate students may be taken in its entirety for course credit, or individual workshops may be attended as stand-alone sessions. Seven two-hour workshops focused on a variety of pedagogical issues (e.g., course design, teaching styles, creating culturally responsive classrooms, grading) are scheduled for both the fall and the spring semesters. These are interactive workshops, some of which require the completion of reading in advance and some of which include discussion of texts during the workshops themselves, but all of which focus on active, collaborative explorations of pedagogical issues. A full list of the workshop topics is available through the Dean's Office. These workshops count toward the completion of the Dean's Certificate in Pedagogy. (Offered Fall 2017)

# ENGINEERING

[haverford.edu/engineering](http://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 the California Institute of Technology (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 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 first 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 in the spring of your sophomore year, or in the fall or spring of 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, Professor Walter Smith ([wsmith@haverford.edu](mailto:wsmith@haverford.edu)), as early as possible.

## **3/2 ENGINEERING PROGRAM WITH THE CALIFORNIA INSTITUTE OF TECHNOLOGY**

Haverford and CalTech have a joint program under which a student who is interested in engineering may, in the second semester of their junior year, apply for transfer to an engineering program at CalTech. If accepted into 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 (Professor 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, Professor Walter

## **ENGINEERING**

Smith (wsmith@haverford.edu), as early as possible during their time at Haverford. For more information about these programs, see the websites linked from the Engineering web page.

### **COORDINATOR**

**Walter Smith**

The Paul and Sally Bolgiano Professor of Physics

# ENGLISH

haverford.edu/english

The English Department offers courses in the literary traditions of the English-speaking world. Students will expand their ability to respond to texts thoughtfully and critically, and to articulate those responses in clear and fluent English. The department aims to develop cultural and media literacy by introducing students to 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.

This discipline prepares interested students for postgraduate work in English and other subjects as well as 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 postgraduate work should know that doctoral programs require a reading knowledge of one or two foreign languages.

## LEARNING GOALS

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.

## CURRICULUM

In our curriculum we seek to maintain a working balance between:

- canons of British, American and global literatures, including African American literature, Asian American literature, Postcolonial literature, South African literature, and Irish literature, and others, and
- courses inflected by particular theoretical foci, such as performance theory, queer theory, postcolonial theory, trauma theory, media and visual studies, and environmental studies.

Students may receive major credit for one semester of coursework in creative 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 on the departmental website.

## MAJOR REQUIREMENTS

Admission to the major requires completion of at least two courses, one at the 100 level and 1-2 at the 200 level, by the end of the sophomore year; note: ENGL 150L may be counted as one 200-level course (since its rubrics are in line with 200-level materials).

*In total the major requires eleven credits, including a .5 credit tutorial (298j) as part of Junior Seminar. Note: 399F and 399B comprise a 1.5 credit course taken over the full senior year.*

- Seven courses at the 100, 200 and 300 levels of which:
  - at least two must be in literature written before 1800;
  - at least two in literature written after 1800;
  - at least one (and no more than two) must be at the 100 level; a minimum of two, preferably three, must be at the 200 level (150L counts); and a minimum of two must be at the 300 level.
- ENGL 298 and 299, the two-semester Junior Seminar in English
- ENGL 298J, the .5 credit yearlong Junior Seminar tutorial

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- ENGL 399F (fall) and 399B (spring) for a total 1.5 credit Senior Conference

**Note:** The department will give major credit for one semester course in a foreign literature in the original language or for Comparative Literature 200. No more than four major credits will be awarded for work done beyond the Tri-College Consortium, whether abroad or in the U.S. Courses taken in the Bryn Mawr English Department, the Swarthmore English Department, and the U. Penn English Department may also be counted towards the major at Haverford.

### CREATIVE WRITING CONCENTRATION

Creative Writing courses at Haverford are open to all students. Only a handful of English majors per year, however, are accepted into the 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 a Creative Writing Concentration apply for acceptance in the spring semester of their junior year by submitting a portfolio of creative work to the department chair in March of their junior year. Each portfolio is read closely by the departmental concentration committee. Admission depends on the number of applicants and the committee's assessment of whether the work demonstrates a readiness to generate a substantial literary project.

### SENIOR PROJECT

#### Overview

The culminating research experience for our majors is Senior Seminar, ENGL 399. The course carries 1.5 credits and involves two parts: a critical essay based on independent research and reading guided by a faculty mentor; and a comprehensive oral examination that covers the thesis and the coursework the student has done towards the major. Creative Writing concentrators produce, instead of the critical essay, a portfolio of poems or short stories, a novella, or a screenplay accompanied by a foreword or afterword that reflects on their

artistic choices and offers an analytic framework within which the work may be understood.

#### Preparatory Work

English majors take Junior Seminar, a year-long course that considers both major works in the field and critical and theoretical materials in the discipline. This methodological focus, along with an oral exam at the end of the first semester and comprehensive written exam at the end of the second, prepares students for the extended research and oral expectations of Senior Conference. More information on Junior Seminar is available on the department's website. Students also participate in a workshop conducted by the Writing Program during the spring preceding the senior year: this meeting encourages junior majors to draw upon the coursework they have already undertaken both to identify areas, topics, authors, and critical questions and to begin reading widely in preparation for their thesis.

#### Senior Conference

##### *Fall Semester Senior Year:*

Students in the Senior Conference propose research topics to faculty consultants and are assigned to a faculty advisor by the middle of the fall semester. Students mark out an area of interest focused on an author, text, genre, theme, or formal feature, familiarize themselves with the major critical voices and debates pertaining to this field, and identify a set of issues that they investigate and analyze in their essays. Students meet each week in groups before moving to individualized meetings with their thesis advisor.

September: submission of essay topic and preferences for faculty consultant

October: description of project, approved by assigned faculty consultant

October: meeting with Reference Librarian

November: two-page thesis statement due with short bibliography of relevant primary and critical sources.

December: detailed annotated bibliography

##### *Spring Semester Senior Year:*

Students have individual tutorials as they work towards submission of a draft and final thesis. At the end of the spring semester, eight students give presentations of their work over the course of two evenings. One-hour oral examinations are administered during the following week by the thesis advisor, a second reader, and a third examiner over a three- to four-day period.

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January: full outline and 4-5 draft pages of essay due  
February: completed rough draft due  
April: final draft of essay due  
April: abstracts and reflective statements due  
April: Oral Exam lists due  
April: Senior Presentations to full department  
May: Oral Comprehensive Examinations with department panel

Additional information about Senior Conference and the Senior Thesis can be found on the department's website.

### Senior Project Learning Goals

The Senior Conference will encourage students to:

- mark out productive and independent lines of intellectual inquiry.
- understand theoretical and critical works in the discipline.
- engage with primary and secondary literature.
- develop a critical writing voice for article-length work.
- prepare a bibliography of works for oral examination.
- hone oral skills of synthesis and dialogue in presentation and exams.
- reflect in writing and speech about the thesis process.
- experience scholarship as collaboration: work closely with a faculty advisor and peers on developing the project.
- define scholarship as process: work through the stages of a research project.

### Senior Project Assessment

The department seeks well-written, persuasive essays that advance independent and original arguments about texts. Theses will be based on insightful close readings and deep engagement with relevant critical and background material. The creative thesis option is assayed for the imagination with which particular projects are conceived, control over the medium, inventive play with generic conventions, insight, clarity and beauty of expression, and the capacity for self-reflection as demonstrated in the critical foreword/afterword.

Students are assessed at various stages of the process, described below, both by individual advisors and department faculty as a whole. Final letter grades are decided upon by the full

department in careful discussion and consideration of student performance at each stage. Students receive extensive written comments from first reader (faculty mentor) and second reader at the end of the process.

The faculty mentor provides feedback on the following elements prior to the student examination:

- Preliminary proposal
- 4-5 pages of preliminary draft
- Full draft
- Annotated bibliography

The faculty mentor and department assess the following dimensions of the project as a full group:

- Quality of Senior Essay
- Quality of Oral Examination
- Student Reflective Statement

## 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.

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

The English major shares a number of courses with concentrations and minors including Gender and Sexuality Studies, Visual Studies, African and Africana Studies, Peace, Justice and Human Rights, as well as interdisciplinary majors including comparative literature. Students are encouraged to consider exploring these and other cognate areas in relation to the major.

## STUDY ABROAD

Students who major in English often study abroad during their junior year. The department urges students choosing between the fall and spring semester abroad to opt for the spring. A small number of majors also study abroad for the full junior year.

## PRIZES

The department awards up to four prizes annually:

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### **The Terry M. Krieger '69 Memorial Prize:**

Established by members of his family for the graduating senior demonstrating the greatest achievement in writing during the junior and senior years, to be chosen by the English department.

**Newton Prize in English Literature:** A prize established by A. Edward Newton may be awarded annually on the basis of departmental honors in English, provided that the work of the leading candidate, in the judgment of the English department, merits this award.

**William Ellis Scull Prize:** A prize established in 1929 by William Ellis Scull, Class of 1883, is awarded annually to the junior or senior who has shown the greatest achievement in voice and in the articulation of the English language.

**Ian Walker Prize:** A prize established in 2002, by friends, family and classmates as a memorial to honor Ian Walker, class of 1950. This prize is awarded to either a junior or senior English major.

## FACULTY

### **Kimberly Benston**

President of the College and Francis B. Gummere Professor of English

### **Thomas Devaney**

Visiting Assistant Professor

### **C. Stephen Finley**

Professor

### **Laura McGrane**

Chair and Associate Professor

### **Maud McInerney**

Barbara Riley Levin Professor of Comparative Literature and Associate Professor

### **Rajeswari Mohan**

Associate Professor

### **Benjamin Parris**

Visiting Assistant Professor

### **Lindsay Reckson**

Assistant Professor

### **Debora Sherman** (*on leave Fall 2017*)

Assistant Professor and Director of College Writing

### **Asali Solomon** (*on leave 2017-2018*)

Associate Professor

### **Gustavus Stadler**

Associate Professor

### **Christina Zwarg**

Associate Professor

## COURSES

### **ENGL H110 READING POETRY**

*C. Stephen Finley*

Humanities (HU)

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. (Offered Fall 2017)

### **ENGL H112 THEORIES OF THE REMIX**

*Lindsay Reckson*

Humanities (HU)

This course introduces students to the study of literature through the art of borrowing, sampling, recycling, and remixing. Approaching the remix as a creative/critical practice rather than a fixed genre, we'll read texts that foreground modes of cultural theft, refuse originality and authenticity as such, and mobilize the remix as an important source of knowledge production. (Offered Fall 2017)

### **ENGL H118 THE WESTERN DRAMATIC TRADITION**

*Staff*

Humanities (HU)

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). (Offered Spring 2018)

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### **ENGL H201 CHAUCER**

*Maud McInerney*

Humanities (HU)

Course devoted to close reading of Chaucer's *Canterbury Tales*; secondary readings include critical approaches and brief excerpts from other medieval sources. (Offered every three years)

### **ENGL H207 CRUISING HOME: QUEER KINSHIP IN THEORY AND PRACTICE**

*Staff*

Humanities (HU)

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.

Crosslisted: PJHR, English (Offered occasionally)

### **ENGL H208 DOCUMENTARY MODERNISMS**

*Lindsay Reckson*

Humanities (HU)

An examination of American modernist documentaries, including long-form poems, photo-texts, and films. Explores the impact of the Depression on modernist experimentation, and examines texts that refused the distinction between avant-garde aesthetics and politically-committed art. Prerequisite(s): WRPR150 OR one 100-level English course OR Introduction to Visual Studies. (Offered Spring 2018)

### **ENGL H211 INTRODUCTION TO POSTCOLONIAL LITERATURE**

*Rajeswari Mohan*

Humanities (HU)

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. Also considered will be the specific aesthetic strategies that have come to be associated with this body of literature. (Offered every three years)

### **ENGL H212 THE BIBLE AND LITERATURE**

*C. Stephen Finley*

Humanities (HU)

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. (Typically offered every other spring)

### **ENGL H214 LITERARY THEORY: THE HUMAN**

*Benjamin Parris*

Humanities (HU)

This course serves as an introduction to literary theory through a study of philosophical, aesthetic and theoretical texts concerned with what literature is and how it works. Readings include Plato, Aristotle, Sidney, Marx, Nietzsche, Freud, Wimsatt and Beardsley, Frye, Levi-Strauss, Derrida, Lacan, Foucault, Deleuze, Cixous, Sedgwick, and Butler. (Offered Spring 2018)

### **ENGL H215 REALISM, RACE, AND PHOTOGRAPHY**

*Lindsay Reckson*

Humanities (HU)

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 AFST concentration requirement. Crosslisted: English, Visual Studies. (Offered Fall 2017)

### **ENGL H216 IN THE AMERICA STRAIN: MUSIC IN WRITING 1855-1975**

*Thomas Devaney*

Humanities (HU)

The seminar is an investigation of music in American literature. Walt Whitman was immersed in opera; Emily Dickinson was steeped in the hymnbook; Zora Neale Hurston in folksong; Amiri Baraka in the blues and bebop; John Cage in silence. We will explore how poetic music and 'music' diverge, but also look at the ways in which music and poetry have fed and inspired each other. (Offered Fall 2017)

### **ENGL H217 HUMANIMALITY: (DIS)FIGURATIONS OF THE ANIMAL IN THE SHAPING OF HUMAN INSTITUTIONS**

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*Kimberly Benston*

Humanities (HU)

An examination of how the animal, as both fact and image, functions in the construction and practice of human institutions. Conversations among historians, artists, anthropologists, philosophers, scientists, and jurists will guide exploration of animals' place in human culture's ongoing story. (Offered occasionally)

### **ENGL H220 THE EPIC IN ENGLISH**

*Maud McInerney*

Humanities (HU)

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. Crosslisted: English, Comparative Literature (Offered every three years)

### **ENGL H225 SHAKESPEARE**

*Kimberly Benston*

Humanities (HU)

An "introductory emphasis" study of the major tragedies and related histories, comedies, and romances, with special reference to the evolution of dramatic form, poetic style, characterization, and ideology as they are shaped by Shakespeare's persistent experimentation with dramas of extravagant will, desire, tyranny, skepticism, and death. Particular attention will be paid to key scenes in an effort to assess both Shakespeare's response to contemporary literary and cultural concerns and the internal reformation of his own craft. (Offered occasionally)

### **ENGL H228 TOPICS IN EARLY MODERN LITERATURE: LITERATURE AND NATURAL SCIENCE**

*Benjamin Parris*

Humanities (HU)

This course introduces students to early modern literature and science through an emphasis on discourses of naturalism during the early stages of the scientific revolution. Readings include Shapin, Aristotle, Hobbes, Montaigne, Hutchinson, Cavendish, Hooke, Shakespeare, Donne, Descartes, Milton, Conway, and Leibniz. (Offered Fall 2017)

### **ENGL H232 PERFORMANCE, LITERATURE AND THE ARCHIVE**

*Staff*

Humanities (HU)

An examination of the uses of performance theory for reading 19th, 20th, and 21st-century American literature. This course uses performance theory, which grapples with questions of embodiment, eventfulness, gesture, identity, presence, repetition, reproduction, script, and timing, to ask what kind of relations these texts enact or make possible within an American tradition, and how they register but also transform the histories that haunt them. (Typically offered every three years)

### **ENGL H233 TOPICS IN CARIBBEAN LITERATURE**

*Asali Solomon*

Humanities (HU)

This course will focus on authors of the Caribbean and its diaspora, engaging fiction, theory, memoir, poetry and drama from the mid-twentieth century through the present. Core themes will include migration, class, colonialism, racial identity, gender and sexuality. Crosslisted: English, Africana Studies, Comparative Literature (Typically offered every other fall)

### **ENGL H241 INVENTING THE NOVEL**

*Laura McGrane*

Humanities (HU)

This course introduces students to the variety of prose narratives that shaped the emerging novel as a literary genre and a popular form of entertainment in the eighteenth century. As we explore the novel before it called itself by that name, we will consider the interplay between romance and history, memoir and letter, in discussions about authorship, narrative structure, memory and time. The course focuses specifically on changing cultural conceptions of subjectivity, gender, narrative form, and modalities of reading. We will also investigate theoretical works on the novel to determine how early experiments with the genre evolved in the 19th and 20th centuries. Satisfies the pre-1800 requirement. (Offered every three years)

### **ENGL H254 TOPICS IN VICTORIAN LITERATURE: DESIRE AND DOMESTIC FICTION**

*Debora Sherman*

Humanities (HU)

Readings in the discursive formation of the 19th-c. novel that examine the aesthetic, the ethical, the sociopolitical, and the affective as categories of interest and productive cultural investment. Authors will be selected from what may be

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termed the “long 19th century” and will draw from a list that includes Richardson, Austen, Bronte, Dickens, Eliot, Hardy, and James. (Offered Spring 2018)

### **ENGL H256 PRE-RAPHAELITES, AESTHETES AND DECADENTS: GENDER AND SEXUALITY IN 19TH-CENTURY LITERATURE**

*Debora Sherman*

Humanities (HU)

This course will investigate the myriad ways in which sexuality was imagined in nineteenth century England; our primary source materials will be novels and poetry (C. Bronte, Stoker, Wilde, DuMaurier, LeFanu, M. Shelley, Byron, Rossetti, J. A. Symonds). In an attempt to get a closer look at Victorian mores, however, we will also look at extra-literary documents such as child rearing manuals, personal diaries, and psychological case studies. The course will also include introductory level readings in gender studies and cultural theory. (Foucault, Marcus, etc.). (Offered every three years)

### **ENGL H257 BRITISH TOPOGRAPHIES 1650-1914**

*C. Stephen Finley*

Humanities (HU)

Studies historical, ecological, and aesthetic changes to the English and Scottish landscape over a remarkable 250 years. The course uses the English estate garden (emblematic, “natural,” and romantic) as one measure of greenness against the forces (economic, political, and industrial) restructuring the landscape. Books/boots: requires walking tours of local gardens that were designed to reflect or refract this aesthetic history. (Typically offered every other year)

### **ENGL H258 THE NOVEL**

*Rajeswari Mohan*

Humanities (HU)

This course is a survey of the British novel in the 20th C, during which radical transformations were wrought in conventions of realism, characterization, plot, and narration. Texts include novels by Conrad, Woolf, Joyce, Greene, Carter, Fowles, Rushdie, and McEwan. This course satisfies the Introductory Emphasis for the major. (Typically offered every three years)

### **ENGL H260 IN THE AMERICAN GRAIN: TRADITIONS IN NORTH AMERICAN LITERATURE**

*Christina Zwarz*

Humanities (HU)

The course conceptualizes American literature as a comparative literature whose traditions emerged from certain inalienable forces released as English became the dominant political language of North America. Theories of translation and language. Readings in Derrida, Certeau, Barthes, Shakespeare, Cabeza de Vaca, Behn, Rowlandson, Mather, Wheatly, Equiano, Franklin, Goethe, Nat Turner, Poe. The course concludes with a review of the drifting, searching world aboard Melville’s Pequod in *Moby-Dick*. Satisfies the pre-1800 requirement. (Offered Fall 2017)

### **ENGL H261 AMERICAN LITERATURE 1865-1914**

*Gustavus Stadler*

Humanities (HU)

An introduction to American fiction of the late 19th and early 20th centuries with emphasis on the literary response to historical developments such as the transformation of private life, the rise of technological society, and the intensification of racial and class conflict. (Typically offered every other year)

### **ENGL H262 THE AMERICAN MODERNS**

*Lindsay Reckson*

Humanities (HU)

Focusing on American poetry and fiction from 1910-1940, this course explores the relationship between experimental form and social transformation. Readings will examine the aesthetics and politics of novelty, abstraction, irony, fluidity, and contact. We’ll encounter modernism as it moves between and confounds a series of oppositions: between the popular and the avant-garde, the cerebral and the somatic, the local and the international, and more. (Typically offered every other year)

### **ENGL H269 LOVE AND SEX: QUEERNESS IN THE AMERICAN NOVEL 1850-1950**

*Gustavus Stadler*

Humanities (HU)

An examination of non-normative sexualities and gender identifications as the guiding thematic and formal force in a series of U. S. novels. (Typically offered every other year)

### **ENGL H270 PORTRAITS IN BLACK: THE INFLUENCE OF AN EMERGENT AFRICAN-AMERICAN CULTURE**

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*Christina Zwarg*

Humanities (HU)

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. (Offered Spring 2018)

### **ENGL H273 MODERN BRITISH LIT: THE COUNTRY AND THE CITY**

*Rajeswari Mohan*

Humanities (HU)

An exploration of literary modernism in Britain through analysis of fiction, criticism, and aesthetic manifestos in their historical contexts. (Offered Fall 2017)

### **ENGL H274 MODERN IRISH LITERATURE** *Debora Sherman*

Humanities (HU)

Irish literature from Swift to Seamus Heaney, with attention to language as a “fissured terrain” (Eagleton) that reflects the complex geographic violence, political history, and cultural conditions of an often-contested national literature, colonial and post-colonial. (Typically offered every three years)

### **ENGL H275 THINKING GLOBALLY, WRITING LOCALLY**

*Rajeswari Mohan*

Humanities (HU)

The starting premise of this course is that the English language and its literary traditions hybridize into rich and strange forms when thrown into contact with regional cultures, myths, and aesthetic practices in the many parts of the world that were once British colonies. This course will trace the English literary tradition in South Asia beginning with responses to the colonial encounter, moving on to the role played by literature during decolonization, and ending with the ways poetry, novels, and plays engage the challenges of nationalism and, more recently, globalization. Writers we read will include Anita Desai, Salman Rushdie, Rokeya Hossain, Michael Ondaatje, Lalithambika Antherjanam, Nessim Ezekiel, Kamila Shamsie, and Amitav Ghosh. (Typically offered every three years)

### **ENGL H276 LITERATURE AND POLITICS OF SOUTH AFRICAN APARTHEID**

*Laura McGrane*

Humanities (HU)

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. (Typically offered every other year)

### **ENGL H277 POSTCOLONIAL WOMEN WRITERS**

*Rajeswari Mohan*

Humanities (HU)

This course will focus on writings by women from a range of postcolonial societies, and examine the ways they intervene in and energize aesthetic and political discourses that critique gender arrangements. In particular, we will explore the ways writers use diverse narrative traditions such as folklore, fable, and memoir—as well as, more recently, digital writing styles—to give voice to their particular historical, cultural, and political perspectives. We will also trace the play of irony, parody, and mimicry as writers figure their ambivalent positions as women, especially around issues of modernity, sexuality, religion, nation, globalization, and development. (Typically offered every three years)

### **ENGL H289 CONTEMPORARY POETRY**

*Thomas Devaney*

Humanities (HU)

This course explores contemporary American poetry from 1950 to 2001 (from Ginsberg to Rankine). The class examines how poets continue a vital inquiry to redefine poetry in relation to culture, history, politics, sound, the body, and language itself. The Beats, the New American Poetry of the 1960s, the New York School, the Black Arts Movement, Feminist poetics, Queer Poetries, Eco-poetics and the Language Poets are read. (Offered Spring 2018)

### **ENGL H290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY**

*Deborah Roberts*

Humanities (HU)

## ENGLISH

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. Crosslisted: Classical Studies, Comparative Literature, English; Prerequisite(s): Sophomore standing or instructor consent. (Typically offered every other year)

### **ENGL H291 POETRY WRITING: A PRACTICAL WORKSHOP**

*Thomas Devaney*  
Humanities (HU)

This is a creative writing workshop on poetry. Student work is the focus along with the analysis of a wide variety of poems and poets. Weekly writing prompts will encourage students to widen their scope and develop their craft. Each week students will write poems that respond to other poems and some of the principal genres of poetry. Students will be asked to respond to the works of classmates. A final portfolio of revised poems (10 to 12 pages) is required. (Offered Fall 2017)

### **ENGL H292 POETRY WRITING II - CONTEMPORARY VOICES**

*Thomas Devaney*  
Humanities (HU)

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(s): Writing sample required for consideration. Submit writing sample to Dept. of English in Woodside Cottage. (Offered Spring 2018)

### **ENGL H293 INTRODUCTION TO CREATIVE WRITING: FICTION**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **ENGL H294 ADVANCED FICTION WRITING**

*Asali Solomon*

Humanities (HU)

Students in the Advanced Fiction Workshop will not only continue to hone the basic elements of their fiction, including character development, dialogue, plot and prose style, but will focus much of their efforts on revision and the process of “finishing” a story. Prerequisite(s): One fiction writing course or instructor consent, and submission of writing sample to course professor. (Typically offered every spring)

### **ENGL H298 JUNIOR SEMINAR I**

*Maud McInerney, Gustavus Stadler*

Humanities (HU)

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. Prerequisite(s): Only open to English majors. (Offered Fall 2017)

### **ENGL H299 JUNIOR SEMINAR II**

*Maud McInerney, Gustavus Stadler*

Humanities (HU)

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*. Prerequisite(s): ENGL 298 or instructor consent. (Offered Spring 2018)

### **ENGL H320 TOPICS IN EARLY MODERN LITERATURE: BIOPOWER FROM MARLOWE TO MILTON**

*Benjamin Parris*

## ENGLISH

### Humanities (HU)

Advanced seminar on early modern English literature with a conceptual focus on early modern sovereignty, biopower, and biopolitics. Early modern texts include Marlowe, Shakespeare, Spenser, and Milton with secondary readings by Foucault and Agamben. Prerequisite(s): two 200-level HU courses or instructor consent. (Offered Fall 2017)

### **ENGL H346 TOPICS IN 18TH-CENTURY LITERATURE: NEW(S) MEDIA AND PRINT CULTURE**

*Laura McGrane*

Humanities (HU)

This course explores a century of polemic and performance in relation to more recent political, formal and legal debates about digital technologies. In particular we will focus on modernity's shifting visual representations of materiality and circulation; ownership, authority and license; citation, plagiarism and piracy. What structures control systems of knowledge production and dissemination in the eighteenth century and today? Our most ambitious text will be Laurence Sterne's strange novel *Tristram Shandy*—a brilliant meditation on experimental fiction, mortality, history, and digression for eighteenth-century and contemporary readers. Interdisciplinary students welcome. Crosslisted: English, Visual Studies. Prerequisite(s): one 200-level English course or instructor consent. (Offered Fall 2017)

### **ENGL H347 TOPICS IN 18TH CENTURY LITERATURE: SPECTACLE IN LONDON**

*Laura McGrane*

Humanities (HU)

An exploration of the act of seeing and the status of 'the seen' in eighteenth-century British literature and culture. Relying on theorists of the imagination and the visual, we will examine the implications of aesthetics and criminality across fiction, drama, popular and high art, essays, and poetry. We will also engage digital and embodied technologies of seeing in projects and discussion. Prerequisite(s): one 200-level English course or instructor consent. Crosslisted: English, Visual Studies. (Typically offered every other year)

### **ENGL H353 VICTORIAN POVERTY, ECOLOGY, AND PUBLIC HEALTH**

*C. Stephen Finley*

Humanities (HU)

This course will be centered upon the homeless and working poor of the 1840s and 1850s as they are described in the literature and social documents of the period. We focus on the relationship between human destitution and environmental degradation. The course, often simply, is about sewers (or lack thereof) and sewage—about water, contamination, and epidemic disease. (Offered Spring 2018)

### **ENGL H356 STUDIES IN AMERICAN ENVIRONMENT AND PLACE**

*C. Stephen Finley*

Humanities (HU)

Texts mostly 19th and 20th-c. American, but beginning earlier, with colonial New England; then Thoreau, Maclean, Snyder, Dillard, Least Heat Moon, Ammons, Mary Oliver, E. O. Wilson. Topics: cultural production of landscape (rural and urban), environmental history, place studies, landscape painting, ecology. Prerequisite(s): two 200-level HU courses or instructor consent. (Typically offered every other year)

### **ENGL H361 TOPICS AFRICAN-AMERICAN LIT: THE NEW BLACK ARTS MOVEMENT: EXPRESSIVE CULTURE AFTER BLACK NATIONALISM**

*Asali Solomon*

Humanities (HU)

This course will begin with an exploration of the literary achievement of the Black Arts Movement of the late 1960s and early 1970s, engaging with its political and cultural context. We will then move into contemporary fiction, poetry, nonfiction, theory and popular culture, articulating the relationship between mainstream artists of the late 20th and 21st century and the ideals of BAM. Prerequisite(s): two 200-level English courses or instructor consent. (Typically offered every other year)

### **ENGL H363a TOPICS IN AMERICAN LITERATURE: THE CONSTRUCTION OF WHITENESS IN PRECARIOUS TIMES**

*Gustavus Stadler*

Humanities (HU)

An interdisciplinary seminar on the construction of whiteness and class during the Great Depression and its aftermath. The core text of the class is the intermedial *Let Us Now Praise Famous Men* by James Agee and photographer Walker Evans. Prerequisite(s): two 200-level English courses or instructor consent. (Typically offered every three years)

## ENGLISH

### **ENGL H363b TOPICS IN AMERICAN LITERATURE: AFTER MASTERY: TRAUMA, RECONSTRUCTION, AND THE LITERARY EVENT**

*Christina Zwarg*

Humanities (HU)

This course exposes 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 irrupting into literary form from the late 18th to the early 20<sup>th</sup> century. Prerequisite(s): two 200-level English courses or instructor consent. (Typically offered every other year)

### **ENGL H364 TOPICS IN AMERICAN LITERATURE: JOHN BROWN'S BODY**

*Christina Zwarg*

Humanities (HU)

This course will use the spectacular life and death of John Brown to examine a common set of interests in a diverse set of texts produced across two centuries. These interests include terrorism and the place of violence in the cause of liberty, the relationship of aesthetic value to changing social and political claims, the role of race and gender in the construction of emancipatory rhetoric, and the role of that same rhetoric in the creation (or conservation) of a cultural and national sense of history. Prerequisite(s): two 200-level English courses or instructor consent. (Offered Spring 2018)

### **ENGL H371 WRITING, SOUND, AND MODERNITY**

*Gustavus Stadler*

Humanities (HU)

A textual, cultural, and historical study of transforming ideas about writing, sound, and their relationship to one another. The course's focus will be the United States of the late-19th and early-20th centuries, but will also include relevant British and Continental works. Frames of study will include dialect literature, poetics and orality, urbanization, technologies of reproduction, theory and philosophy of cognition. Prerequisite(s): two 200-level English courses or instructor consent. (Typically offered every three years)

### **ENGL H372 TOPICS IN IRISH LITERATURE: JOYCE/BECKETT**

*Debora Sherman*

Humanities (HU)

Looks at the work of these two major figures as epitomizing an Irish rhetoric in post-colonial reading which "enacts a movement that begins in aphasia and ends in eloquence" [Seamus Deane], in this case in a comprehensive reading of Joyce in the most prolix of texts, *Ulysses* and *Finnegans Wake*, and Beckett, where texts seemingly court in silence their own undoing. Prerequisite(s): one 200-level English course or instructor consent. (Typically offered every three years)

### **ENGL H377 PROBLEMS IN POSTCOLONIAL LITERATURE: VIOLENCE, TERROR, AND IDENTITY**

*Rajeswari Mohan*

Humanities (HU)

An examination of the rhetorical and narrative strategies adopted by postcolonial texts as they negotiate the aesthetic challenges and political complexities of representing violence and terror. Working with fiction, nonfiction, and film, the course will measure the different effects of realism, magical realism, surrealism, and the grotesque as modes of representing the dialectic of violation and violence. Prerequisite(s): two 200-level English courses or instructor consent. (Typically offered every three years)

### **ENGL H381 TEXTUAL POLITICS: MARXISM, FEMINISM, AND THE DECONSTRUCTION**

*Rajeswari Mohan*

Humanities (HU)

This course addresses theories relating language to culture, history, and power. Theorists studied include Marx, Althusser, Macherey, Volosinov, Williams, Barthes, Derrida, Kristeva, Cixous, and Irigaray. Crosslisted: English, Comparative Literature; Prerequisite(s): two 200-level courses in English or instructor consent. (Offered Spring 2018)

### **ENGL H385 APOCALYPTIC LITERATURE: CLOSER TO GOD: LITERATURE AND RELIGION IN MEDIEVAL ENGLAND**

*Maud McInerney*

Humanities (HU)

In this course, we will consider how literature produced in the later Middle Ages in England was shaped by Christian belief and conceptions of the afterlife. We will be particularly interested in the interplay between popular culture and the institutional Church: did the Church create belief, or merely respond to it? Prerequisite(s): one 200-

## ENGLISH

level English course or instructor consent.  
(Offered occasionally)

### **ENGL H389 INTERPRETING LYRIC POETRY: LOVE, LOSS, TRANSCENDENCE**

*Kimberly Benston*

Humanities (HU)

An examination of theoretical issues and presentational strategies in verse structures from Ovid to Bishop. Through close readings of strategically grouped texts, we explore the interplay of convention and innovation, attending to themes of desire, loss, and transcendence, and to recurrent lyric figures (e.g., in Narcissus, Orphic, and Ulysses poems; in the dramatic monologue; in the sonnet and elegy; in the sublime; in vernacular traditions and their literary revisions). Issues for study include: allusion and intertextuality; convention and cliché; invention and revision; origination and self-presentation. Practical criticism will lead to theoretical analyses of interpretive modes and the interpreter's stance. Crosslisted: English, Comparative Literature; Prerequisite(s): two 200-level English courses or instructor consent. (Offered Fall 2017)

### **ENGL H390 THE CELTIC FRINGE: IRISH, SCOTS AND WELSH POETRY 1747-2009**

*Maud McInerney*

Humanities (HU)

Readings in the English-language poetry of Scotland, Ireland and Wales. This course will explore works by Dylan Thomas, W. B. Yeats, Hugh MacDiarmid and Seamus Heaney, as well as those of more recent poets such as Paul Muldoon, Carol-Ann Duffy, Kathleen Jamie, Tom Leonard, and Gwyneth Lewis. Special attention will be paid to the roots of contemporary Welsh, Irish and Scottish poetics in the native traditions of the Celtic languages and to the contribution of these poems to post-colonial discourse. Prerequisite(s): one 200-level English course or instructor consent. (Typically offered every other year) (Typically offered every three years)

### **ENGL H399 SENIOR CONFERENCE**

*Laura McGrane*

Humanities (HU)

Senior Thesis work with advisor. Prerequisite(s): Limited to senior English majors. (Offered Fall 2017 and Spring 2018)

# ENVIRONMENTAL STUDIES (TRI-CO)

[haverford.edu/environmental-studies](http://haverford.edu/environmental-studies)

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, mathematics, 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.

The Tri-Co ES Minor cultivates 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.

## LEARNING GOALS

- Students will be able to identify and confront key environmental issues through a blend of multiple disciplines, including historical, cultural, economic, political, scientific and ethical modes of inquiry.
- Students will develop good communication skills with particular aptitude for dialogue across and between multiple disciplines.
- Students will collaborate on interdisciplinary group projects that relate to environmental issues and that reflect creativity and tangible research design and inquiry.

## CURRICULUM

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.

## 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:

- A required introductory course to be taken prior to the senior year. This may be ENV 101 at Haverford or Bryn Mawr or the parallel course at Swarthmore (ENV 001). Any one of these courses satisfies the requirement, and students may take no more than one such course for credit toward the minor.
- Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following two categories. Students may use no more than one cognate course credit for each category. (See the ES website 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.
  - **Environmental Science, Engineering, and Math:** courses that build understanding and knowledge of scientific methods and theories, and explore how these can be applied in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.
  - **Environmental Social Sciences, Humanities, and Arts:** courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.
- 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 ENV 397 (Senior Seminar in Environmental Studies) and Swarthmore’s ENV 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

Haverford students interested in the ES Minor should plan their course schedule with the

## ENVIRONMENTAL STUDIES (TRI-CO)

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.

### AFFILIATED PROGRAMS

For information about faculty and courses in Environmental Studies at Bryn Mawr and Swarthmore, visit the websites of those programs.

### CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Environmental Studies contributes to the following concentrations and interdisciplinary minors at Haverford:

- Health Studies
- Peace, Justice, and Human Rights
- Visual Studies

### STUDY ABROAD

Students are encouraged to study abroad and receive ES credit by participation in programs in Australia, Denmark, Ecuador, Germany, Ireland, Scotland and South Africa. Other study abroad programs can receive ES credit by arrangement with the ES Director.

### FACULTY AT HAVERFORD

#### **Joshua Moses**

Assistant Professor of Anthropology and Environmental Studies

#### **Helen White**

Associate Professor of Chemistry and Environmental Studies

#### **Jonathan Wilson**

Assistant Professor of Biology and Environmental Studies, Environmental Studies Director at Haverford

#### ***Affiliated Faculty at Haverford:***

##### **Kimberly Benston**

President of the College and Francis B. Gummere Professor of English

##### **Craig Borowiak**

Associate Professor of Political Science

##### **C. Stephen Finley**

Professor of English

#### **Andrew Friedman**

Associate Professor of History

#### **Darin Hayton**

Associate Professor of History

#### **Benjamin Le**

Professor of Psychology

#### **Robert Scarrow**

Professor of Chemistry

#### **Erin Schoneveld**

Assistant Professor of East Asian Languages & Cultures

### FACULTY AT BRYN MAWR

#### **Don Barber**

Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies; Co-Director of Environmental Studies at Bryn Mawr

#### **Victor Donnay**

Professor of Mathematics on the William R. Kenan, Jr. Chair; Co-Director of Environmental Studies at Bryn Mawr

#### ***Affiliated Faculty at Bryn Mawr:***

##### **Jody Cohen**

Term Professor in the Bryn Mawr/Haverford Education Program

##### **Selby Cull-Hearth** (*on leave Spring 2018*)

Assistant Professor of Geology

##### **Robert Dostal**

Rufus M. Jones Professor and Chair of Philosophy

##### **Jonas Goldsmith**

Associate Professor of Chemistry

##### **Karen Greif**

Professor of Biology

##### **Carol Hager**

Professor of Political Science on the Clowes Professorship in Science and Public Policy and Director of the Center for Social Sciences

##### **Yonglin Jiang**

Co-Chair and Associate Professor of East Asian Studies

## ENVIRONMENTAL STUDIES (TRI-CO)

### **Gary McDonogh**

Helen Herrmann Chair and Professor of Growth and Structure of Cities

### **Pedro Marengo**

Associate Professor of Geology

### **Tom Mozdzer**

Assistant Professor of Biology

### **Kalala Ngalamulume**

Associate Professor of Africana Studies and History, Co-Director of International Studies and Co-Director of Health Studies

### **Sydne Record**

Assistant Professor of Biology

### **Michael Rock**

Samuel and Etta Wexler Professor of Economic History

### **David Ross**

Associate Professor of Economics

### **Nathan Wright**

Associate Professor of Sociology

## FACULTY AT SWARTHMORE

### **Giovanna DiChiro**

Environmental Studies

### **Christopher Graves**

Chemistry and Environmental Studies

### **Gustavo Oliveira**

Environmental Studies

### **Jennifer Peck**

Economics and Environmental Studies

### **Jennifer Pfluger**

Environmental Studies

### **Affiliated Faculty at Swarthmore:**

#### **Elizabeth Bolton**

English Literature

#### **Timothy Burke**

History

#### **Erich Carr Everbach**

Engineering

### **Eric Jensen**

Physics & Astronomy (Faculty Coordinator)

### **José-Luis Machado**

Biology

### **Arthur McGarity**

Engineering

### **Rachel Merz**

Biology

### **Carol Nackenoff**

Political Science

### **Elizabeth Nichols**

Biology

### **Christine Schuetze**

Sociology & Anthropology

### **Mark Wallace**

Religion

## COURSES AT HAVERFORD

### **ENVS H101 CASE STUDIES IN ENVIRONMENTAL ISSUES: CONCEPTS, CONTEXTS, & CONUNDRUMS**

*Jonathan Wilson, Helen White*

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. No divisional credit will be awarded for this course. (Offered every Fall; *ENVS B101 offered Fall 2017 at Bryn Mawr by Don Barber*)

### **ENVS H118 PLANTS AND PEOPLE**

*Jonathan Wilson*

Natural Science (NA)

A multidisciplinary approach to the co-evolution and co-domestication of plants and humans. Topics will include the biology, physiology, evolution, and cultivation of key plants, embedded within their social history and

## ENVIRONMENTAL STUDIES (TRI-CO)

environmental effects. Intended for non-majors and meets in parallel with BIOL 318. Crosslisted: Biology, Environmental Studies (Offered Spring 2018)

### **ENVS H206 INTRODUCTION TO PERMACULTURE**

*Rafter Ferguson*

Social Science (SO)

An introduction to permaculture, a design system aimed at meeting human needs while increasing ecosystem health, with attention to ethics, principles, design process, and techniques for application across a wide range of contexts.

Crosslisted: Environmental Studies, Independent College Programs; Prerequisite(s): Sophomore standing (at time taking course), or instructor consent. (Offered Fall 2017)

### **ENVS H230 POSTWAR JAPANESE CINEMA**

*Erin Schoneveld*

Humanities (HU)

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies (Offered Spring 2018)

### **ENVS H263 CARBON FARMING**

*Rafter Ferguson*

Social Science (SO)

An exploration of the range of carbon-sequestering agriculture practices and their potential to provide solutions to a range of social and environmental problems from climate justice to land degradation. Crosslisted: Environmental Studies, Independent College Programs; Prerequisite(s): One course in Environmental Studies or one course in Natural Science, or instructor consent. (Offered Spring 2018)

### **ENVS H281 NATURE/ CULTURE: AN INTRODUCTION TO ENVIRONMENTAL ANTHROPOLOGY**

*Joshua Moses*

Social Science (SO)

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(s): ANTH 103 or ENVS 101 or instructor consent. (Offered Fall 2017)

### **ENVS H305 ART AND THE ENVIRONMENT IN EAST ASIA**

*Erin Schoneveld*

Humanities (HU)

This course examines the relationship between environment and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies (Offered Fall 2017)

### **ENVS H309 PLACE, PEOPLE, AND COLLABORATIVE RESEARCH IN THE URBAN ENVIRONMENT**

*Joshua Moses*

Social Science (SO)

This transdisciplinary course focuses on anthropology's contributions (and potential contributions) to engaging critical environmental issues in urban settings. Collaborative environmental work with urban communities is inherently interdisciplinary, drawing on anthropology, urban planning, public health, ecology, and geography. Through a study of Philadelphia's current struggles to redefine itself as a green city, students will gain grounding in anthropological theory and practice and urban ecology. Themes will include the intersections of race, class, and gender; environmental justice; urban farming/gardening; brownfields; grassroots organizing; action research; and ideas of place, home and nature. The course will focus on the ethics and practice of community

## ENVIRONMENTAL STUDIES (TRI-CO)

collaboration and community-based research in environmental work in urban settings. It will require significant time working with a community group in Philadelphia. Crosslisted: Anthropology, Environmental Studies  
Prerequisite(s): Students will be selected based on instructor evaluation of written applications. To access the application: pre-register for the course, view your class schedule in the Student Center in Bionic (Main Menu > Self-Service > Student Center > Class Schedule), and click on the URL icon (Offered Spring 2018)

### **ENVS H311 GREEN LATIN AMERICA: CULTURE AND THE ENVIRONMENT**

*Graciela Michelotti*

Humanities (HU)

An ecocritical approach to the study of the Latin American human and non-human environment, and the cultural practices that address this interdependence in the context of its economic, political and social realities. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, Environmental Studies; Prerequisite(s): 200-level course or consent of instructor. (Offered Fall 2017)

### **ENVS H316 BIOCHEMICAL ADAPTATIONS**

*Kristen Whalen*

Natural Science (NA)

This course will cover the diversity of physiological mechanisms and biochemical strategies that help organisms, from microbes to mammals, adapt to various environmental conditions. Emphasis put on biochemical evolution in response to changing environmental conditions. Crosslisted: Biology, Environmental Studies; Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above or instructor consent. (Offered Fall 2017)

### **ENVS H318 ECONOMIC BOTANY**

*Jonathan Wilson*

Natural Science (NA)

A multidisciplinary approach to the coevolution and co-domestication of plants and humans. Topics will include the biology, physiology, evolution, and cultivation of key plants, embedded within their social history and environmental effects, and explored at an advanced level. Meets in parallel with BIOL 118. Crosslisted: Biology, Environmental Studies; Prerequisite(s): 200-level course in anthropology,

biology, chemistry, or geology or ENVS 101 and instructor consent. (Offered Spring 2018)

### **ENVS H356 ADVANCED TOPICS IN BIOLOGY OF MARINE LIFE**

*Kristen Whalen*

Natural Science (NA)

Exploration of marine metazoan evolution through the lens of behavioral, morphological, biochemical, and physiological adaptations to various ocean regimes. Readings from primary literature will cover physio-chemical properties of seawater, abiotic/biotic organismal interactions, symbiosis, energy production, human impacts, and phylogenetic relationships. Crosslisted: Biology, Environmental Studies; Prerequisite(s): BIOL H300A and B with a grade of 2.0 or above or instructor consent. (Offered Fall 2017)

### **ENVS H358 TOPICS IN ENVIRONMENTAL CHEMISTRY**

*Staff*

Natural Science (NA)

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. CHEM 358 may be repeated once for credit as long as the topical themes differ. Crosslisted: Chemistry, Environmental Studies; Prerequisite(s): CHEM 304 or equivalent, or instructor consent. (Not offered 2017-18)

### **ENVS H397 SENIOR SEMINAR IN ENVIRONMENTAL STUDIES**

*Joshua Moses*

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. (Offered every year; *ENVS B397 offered Spring 2018 at Bryn Mawr by Don Barber*)

### **ANTH H112 THE ANTHROPOLOGY OF ARCHITECTURE**

*Jacob Culbertson*

Social Science (SO)

A survey of anthropological approaches to architecture, with a particular interest in how architecture expresses senses of place. Readings will cover indigenous and vernacular architecture,

## ENVIRONMENTAL STUDIES (TRI-CO)

the modernist movement, ecological design, and forms of housing. (Offered Fall 2017)

### **ANTH H217 METHODS IN DESIGN ANTHROPOLOGY**

*Jacob Culbertson*

Social Science (SO)

An introduction to research methods in Design Anthropology. Readings are drawn from Anthropology, Design, and Science and Technology Studies (STS), and the course will introduce fundamental concepts and methods in STS. Each student will conduct ethnographic research into a design practice of their choice.

Prerequisite(s): An introductory course in anthropology, sociology, or art history, or instructor consent. (Offered Fall 2017)

investigates them within the context of early modern Europe to understand them as rational practices. How did people defend magic and what evidence did they invoke? Why did people accuse each other of practicing witchcraft? How were arguments for and against occult practices related to religious, political, and geographic contexts? What role did ideas about gender and social roles play in ideas about witches, necromancers, and sorcerers? Equally important for this class: If we no longer accept these practices as valid, why do we still care today? (Typically offered every other year)

### **ANTH H302 OIL, CULTURE, POWER**

*Zainab Saleh*

Social Science (SO)

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(s): One 100-level course in anthropology, political science, sociology, or history, or instructor consent. (Offered occasionally)

### **ENGL H356 STUDIES IN AMERICAN ENVIRONMENT AND PLACE**

*C. Stephen Finley*

Humanities (HU)

Texts mostly 19th and 20th-c. American, but beginning earlier, with colonial New England; then Thoreau, Maclean, Snyder, Dillard, Least Heat Moon, Ammons, Mary Oliver, E. O. Wilson. Topics: cultural production of landscape (rural and urban), environmental history, place studies, landscape painting, ecology. Prerequisite(s): Two 200-level HU courses or instructor consent. (Typically offered every other year)

### **HIST H237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE**

*Darin Hayton*

Social Science (SO)

Rather than dismiss witchcraft and the occult sciences as irrational beliefs, this course

# FILM STUDIES (BRYN MAWR)

brynmawr.edu/filmstudies

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

## MINOR REQUIREMENTS

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema.

The minor consists of a total of six courses and must include the following:

- 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 advisors to determine which

courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

## FACULTY

### *Steering Committee:*

#### **Timothy Harte**

Chair and Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian

#### **Homay King**

Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities

#### **Michael Tratner**

Mary E. Garrett Alumnae Professor of English

#### **Sharon Ullman**

Professor of History

### *Affiliated Faculty:*

#### **Shiamin Kwa**

Assistant Professor of East Asian Studies

#### **Roberta Ricci**

Interim Director of Film Studies; Chair and Associate Professor of Italian

#### **David Romberg**

Lecturer

#### **H. Rosi Song**

Professor of Spanish and Director of Gender and Sexuality Studies

## COURSES

### **ARTW B266 SCREENWRITING**

#### *Staff*

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 2017-2018)

## FILM STUDIES (BRYN MAWR)

### **CSTS B274 GREEK TRAGEDY IN GLOBAL CINEMA**

*Staff*

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation. (Not offered 2017-2018)

### **EALC B212 TOPICS: INTRODUCTION TO CHINESE LITERATURE**

*Staff*

This is a topics course. Topics may vary. (Not offered 2017-2018)

### **EALC B240 TOPICS IN CHINESE FILM**

*Shiamin Kwa*

This is a topics course. Course content varies. (Offered Spring 2018)

### **EALC B281 FOOD IN TRANSLATION: THEORY AND PRACTICE**

*Staff*

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*. (Not offered 2017-2018)

### **ENGL B205 INTRODUCTION TO FILM**

*Sara Louise Bryant*

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. (Offered Fall 2017)

### **ENGL B227 POVERTY AND PRECARIOUS LIVES ON SCREEN**

*Staff*

The cinema and the mainstream film industry have been well suited to depicting glamour, opulence, and wealth. But what about the widespread condition of being poor and living on the brink of being even worse off? In this course, we will explore cinematic depictions of poverty and inequality to ask whether and how films can go beyond romanticizing poverty or merely rehearsing rags-to-riches narratives. How does the awareness of poverty shape aesthetic form in film? What are the social and political implications of how cinema treats the condition of being poor? Subtopics will include: the Great Depression and Hollywood; social realism and fantasies of escape; representing labor in late capitalism; global inequality and a "world" cinema; and precarity in the 21st-century U.S. Film will include *Gold Diggers of 1933*, *Sullivan's Travels*, *Ratcatcher*, *Slumdog Millionaire*, *Wendy and Lucy*, and *Beasts of the Southern Wild*. (Not offered 2017-2018)

### **ENGL B229 MOVIES AND MASS POLITICS**

*Michael Tratner*

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.

## FILM STUDIES (BRYN MAWR)

We will examine films that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going. (Offered Spring 2018)

### **ENGL B324 TOPICS IN SHAKESPEARE**

*Colby Gordon*

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

(Offered Spring 2018)

### **ENGL B336 TOPICS IN FILM**

*Sara Louise Bryant*

This is a topics course. Course content varies. Current topic description: We'll consider how voice has changed film & how film has changed the voice, studying cinema from 1920s to now & theories about voice. (Offered Spring 2018)

### **ENGL B355 PERFORMANCE STUDIES**

*Staff*

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.

(Not offered 2017-2018)

### **ENGL B367 ASIAN AMERICAN FILM VIDEO AND NEW MEDIA**

*Staff*

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. (Not offered 2017-2018)

### **ENGL B375 SEX ON SCREENS**

*Staff*

This course will provide a historical and theoretical overview of the ways moving image sex acts have been represented on screen, from early cinema's silent film loops to today's celebrity sex tapes. We will examine the ideological operations of sex in the cinema and aim to comprehend the multifarious ways viewers, filmmakers, critics, and scholars respond to dominant conceptions of sex-sexuality through alternative cinematic production and critical scholarship. Units include: stag movies, the Production Code and ratings system, European art cinema, sex ed, underground and the avant-garde, cult / sexploitation / blaxploitation, sexual revolution, hard core, women's cinema, home video, queer cinema, HIV/AIDS, the digital revolution, feminist porn, and the Internet. Prerequisites: HART / COML B110: Identification in the Cinema; or ENGL / HART 205: Introduction to Film; or ENGL B299 History of Narrative Cinema, 1945 to the Present. (Not offered 2017-2018)

### **GEOL B125 FOCUS: GEOLOGY IN FILM**

*Staff*

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. (0.5 credits) (Not offered 2017-2018)

### **GERM B320 TOPICS IN GERMAN LITERATURE AND CULTURE**

*Staff*

This is a topics course. Course content varies. Taught in English. Students wanting German credit will meet for additional hour per week. Current topic description: This course focuses on the development of strong international and cross-cultural trends in German literature of modernity. (Offered Spring 2018)

### **GERM B321 ADVANCED TOPICS IN GERMAN CULTURAL STUDIES**

*Qinna Shen*

This is a topics course. Course content varies. Current topic description: This film course of transnational scope focuses specifically on cultural encounters between the West and the

## FILM STUDIES (BRYN MAWR)

East in the 20th and 21st centuries. It uses visual material related to East Asia produced mainly by German filmmakers. Using film as the main medium, the course touches on issues that are at the center of contemporary cultural debates, such as orientalism, race, gender, class, and identity, as well as postcolonialism, nationalism, travel, exile, multiculturalism, and globalism. (Offered Fall 2017)

### **GNST B255 VIDEO PRODUCTION**

*David Romberg*

From its very inception in the nineteenth century, film has straddled between the magic of realism and the suspension of reality in fiction by cinematic means such as special lighting, singular perspectives, and temporal and spatial manipulations. In this course, we will explore the paradox of a medium that is expected to simultaneously index and document reality, and poetically suggest it in fiction. By blurring these too often polarized genres, this course will challenge conventional genres and test the potential creativity in playing with them. Screenings and readings of historical, influential works will illustrate the merging of documentaries and fiction films, which will be explored also in combination with hands-on production-based cinematic experiments. Students will work in groups to produce several small experimental scenarios that will borrow from both documentary and fiction methods, such as working with social actors, archival documentation, performance, dramatization, and stylization. In addition, each student will produce a final project that will be a culmination of the methods used in the smaller experiments. Students will also be required to write short regular responses to the texts and films shown. (Offered Fall 2017)

### **GNST B302 TOPICS IN VIDEO PRODUCTION**

*David Romberg*

This is a topics course. Course content varies. (Offered Spring 2018)

### **HART B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA**

*Homay King*

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. (Offered Spring 2018)

### **HART B299 HISTORY OF NARRATIVE CINEMA, 1945 TO THE PRESENT**

*Homay King*

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. (Offered Fall 2017)

### **HART B306 FILM THEORY**

*Staff*

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

## FILM STUDIES (BRYN MAWR)

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). (Not offered 2017-2018)

### HART B334 TOPICS IN FILM STUDIES

*Homay King*

This is a topics course. Course content varies. Current topic description: D. N. Rodowick argued that the digital arts “are the most radical instance yet of an old Cartesian dream: the best representations are the most immaterial ones because they seem to free the mind from the body and the world of substance.” In this seminar, we will explore digital images in relation to cinema, photography, and other media. We will examine the fate of materiality, the body, and duration in 21st c. media, and consider whether the digital marks a significant break from the analog. (Offered Spring 2018)

### HIST B284 MOVIES AND AMERICA

*Staff*

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. (Not offered 2017-2018)

### ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE

*Roni Kubati*

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. One additional hour for students who want Italian credit. (Offered Spring 2018)

### ITAL B214 THE MYTH OF VENICE (1800-2000)

*Staff*

In English. 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. One additional hour for students who want Italian credit. (Not offered 2017-2018)

### ITAL B229 THE POLITICS OF FOOD IN ITALIAN LITERATURE, CULTURE, AND CINEMA

*Staff*

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. (Not offered 2017-2018)

### ITAL B255 UOMINI D’ONORE IN SICILIA: ITALIAN MAFIA IN LITERATURE AND CINEMA

*Roberta Ricci*

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the ‘classical’ example of Sicily. From Sicily, the “octopus” (*piovra*), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life,

## FILM STUDIES (BRYN MAWR)

including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor. (Offered Fall 2017)

### **ITAL B306 YOUTH IN 20TH CENTURY ITALIAN LITERATURE AND CINEMA**

*Roberta Ricci*

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level or permission of the instructor. (Offered Spring 2018)

### **ITAL B307 INSIDERS AND OUTSIDERS: OTHERNESS IN ITALIAN LITERATURE**

*Staff*

This course will introduce students to the most representative works in Italian literature of all genres—poetry, novels, scientific prose, theater, diaries, narrative, epistolary—throughout the centuries, with emphasis on marginalization, exile, political persecution, national identity, violence, and otherness. We will bring works of literature to the attention of students who are interested in the key role played by Italian culture in the development of a European civilization, including the international debate on modernity and post-modernity. Readings and lectures will move from 14th century writers (Dante, Boccaccio) to Humanistic Thought (Florentine political revolution) and the Renaissance

(Machiavelli); from the Enlightenment (Foscolo, Leopardi, Manzoni) to modernity (Pirandello, Svevo) and post-modernism (Calvino).

Prerequisite: One literature course at the 200 level. or permission by the instructor. (Not offered 2017-2018)

### **ITAL B310 DETECTIVE FICTION**

*Staff*

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. Prerequisite: One literature course at the 200 level or permission by the instructor. One additional hour for students who want Italian credit. (Not offered 2017-2018)

### **PSYC B375 MOVIES AND MADNESS: ABNORMAL PSYCHOLOGY THROUGH FILMS**

*Leslie Rescorla*

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to

## FILM STUDIES (BRYN MAWR)

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. (Offered Fall 2017)

### **RUSS B217 THE CINEMA OF ANDREI TARKOVSKY**

*Tim Harte*

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. (Not offered 2017-2018)

### **RUSS B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945**

*Tim Harte*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **RUSS B258 SOVIET AND EASTERN EUROPEAN CINEMA OF THE 1960S**

*Tim Harte*

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. (Offered Fall 2017)

### **SPAN B252 COMPASSION, INDIGNATION, AND ANXIETY IN LATIN AMERICAN FILM**

*Staff*

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.) (Not offered 2017-2018)

### **SPAN B318 ADAPTACIONES LITERARIAS EN EL CINE ESPAÑOL**

*H. Rosi Song*

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish. (Offered Fall 2017)

# FINE ARTS

[haverford.edu/finearts](http://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 or to minor in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

About 20 percent of Haverford students take fine arts courses while enrolled in the College. The students who major in fine arts and wish to continue their education are usually accepted at the professional graduate art school of their choice. Our alumni are distinguished professionals, active in the visual creative arts and allied fields.

## LEARNING GOALS

All fine arts studio courses are designed for students to obtain motor skills, theoretical and critical thinking, and problem solving necessary to create art to the student's fullest ability along with developing their own original ideas and concepts. Students achieve these goals in individual interactions such as critiques and hands-on instruction in small classroom settings. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

## CURRICULUM

### Disciplines

The fine arts program at Haverford centers around five disciplines: drawing, painting, printmaking, photography, and sculpture.

Each discipline is offered at both the introductory and advanced levels, exposing students to the rigors and processes of each medium. Students get the benefit of learning about the tradition and the practice in the introductory courses, and then utilize and alter those ideas and tools in the advanced courses.

Students are encouraged to channel multi-disciplinary interests and ideas in their work, and to find an identity and voice through the medium, as well as producing work that is relevant to them.

- **Drawing** is typically viewed as practice or a preparatory exercise for a more “finalized” project (i.e. painting, sculpture, printmaking, installation), and as the definition of art becomes ever-changing, drawing by contemporary standards includes sketches and everything in between as final works. Especially with the influx of street art and illustration, sketches, lists, and doodles are taken both seriously and as final art forms. Drawing at Haverford introduces and expands the traditional drawing practice to working self-sufficiently and exploring aesthetic notions in a variety of mediums: ink, pencil, charcoal, pen, pastel, markers, mixed media, etc.
- Traditionally rooted in narration, religion, and history the practice of **painting** is a mode of expression using different styles and mediums. Oil, acrylic, ink and mixed media are the tools to experiment with different painting styles and compositions. Painting at Haverford aims to guide students through the formative practices as well as encouraging exploration. The painting program is rigorous with intensive work and weekly student critiques. Students have classroom opportunity to work figuratively and paint from live models, work within the elements outside in Haverford's sprawling landscape, and also encouraged to challenge and take

## FINE ARTS

ideas further conceptually. With distinguished guest artists and lecturers visiting from other academic institutions, students are exposed to many views and interpretations of art making, inspiration, and the painting process.

- **Printmaking** is an interdisciplinary art form that has its own unique style as intaglio, lithography, relief, monotype, and silkscreen. Digital printmaking in lithography, intaglio, and silkscreen are taught along with traditional methods. Students are encouraged to combine printmaking with other mediums and extend their ideas from 2D to 3D including installation. Multi-media approaches are strongly recommended in advanced levels.

Printmaking requires an intensive discipline. Patience is essential. Focus and attention are unavoidable. It is an art form based on chemistry and math. It has a long history that they must be aware of in order to create their own works. Furthermore, it is visual. No thoughts or philosophy can “be” a print even though it requires them all. Regardless of level, students are individual artists; they are respected to create their own work with an excellence in commitment that leads them to great achievements.

- The purpose of **photography** instruction at Haverford is to allow students to develop a personal body of work using photographic materials.

A sequence of courses is offered from Foundation Photography for students with little or no knowledge to Advanced Photography in which students produce books and exhibitions. Emphasis is placed on producing photographs, which express both form and emotion through mastery of materials and acquisition of the intellectual and critical traditions of photography. The former is accomplished by technical critiques of student work in negative, digital and print formats. The latter is accomplished through reading and studying of the history of photography, theory and criticism, photographic monographs and original prints.

The facilities for the study of photography include up-to-date and well-equipped darkrooms for chemical and digital

photography. The photography book collection in Magill Library is one of the finest in the country. The photographic print collection contains over 5,000 original photographs. It is encyclopedic and contains works from Hill and Adamson at the dawn of the beginning of photography to contemporary works by Andres Serrano and Laurie Simmons. These exceptional resources support small classes that allow for personal attention and instruction from the professor and staff.

- The **sculpture** concentration at Haverford offers students the opportunity to explore the three-dimensional media with a broad range of materials and processes. Classes are designed to engage the visual language through a process of critical analysis and discovery while providing a structured environment that allows students to acquire dexterity with a comprehensive set of three-dimensional skills. At the introductory level students are introduced to fundamental three-dimensional techniques and through sequential classes they gain proficiency in a skill set that culminates with sophisticated sculptural concepts and fabrication methods at the advanced level.

The sculpture facilities include a wood shop, metal fabrication equipment, and a large-scale foundry for bronze casting. Students are introduced to wood and metal working techniques, modeling and casting skills, and digital fabrication methods. The sculpture concentration’s focus on conceptual investigation and in-depth technical education, in conjunction with well-equipped foundry facilities, provides students the setting to foster creativity and work through artistic curiosity.

### Coursework and Studio Work

The 100-level “Introductory or Foundation” courses consist of half-semester courses. Although one half-semester is not sufficient for a beginning student to master a given medium, it offers ample time for acquiring a medium’s basic skills. In each discipline, the student learns to see and to coordinate their increasing skills of interpretation and expression to create individual art works.

The 200-level courses are “Materials and

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Techniques” courses. Having gained a solid basis from the foundation courses, the student chooses a medium to pursue in depth for a semester. At this level, we encourage the student to explore the various materials and their uses to create a refined and distinctive body of work. In the 300-level “Experimental Studio” courses, the student uses the acquired knowledge of materials and techniques to further express and broaden their artistic vision and ideas.

We encourage students to spend time on their own work outside of class in the fine arts building. Adjacent faculty studios encourage this informal contact, which is invaluable in learning the discipline of creating art. This type of contact and mentoring is an important aspect of a student’s education in our department.

### MAJOR REQUIREMENTS

Fine Arts majors are required to concentrate in one of the following: drawing, painting, photography, printmaking, and sculpture, as detailed here:

- Four 100-level foundation courses in each discipline.
- Two different 200-level courses outside the area of concentration in the major.
- Two 200-level courses and one 300-level course within the students chosen focal area within Fine Arts.
- Three art history/theory/criticism or visual studies courses (as approved by major advisor).
- Senior Departmental Studies 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 student’s chosen focal area within fine arts.
- One art history/theory/criticism or visual culture course.

### SENIOR PROJECT

In preparation for the senior thesis exhibition students attend 499 Senior Departmental

Studies (ARTSH 499A and 499B, prerequisite 300 course in student’s concentration such as drawing, painting, photography, printmaking, or sculpture) on a weekly basis. This two-semester, two-credit course provides students with a structured environment to develop a body of work that is presented in the form of an exhibition at the Cantor Fitzgerald Gallery. The scope of the senior thesis exhibition accomplishes the process of selecting works to be included in the exhibition, determining the layout of the works, and installing the works in the Cantor Fitzgerald Gallery. Students participate in the planning of the opening reception for their thesis exhibition, which is advertised to a broad audience. During the opening, they present their work to a general audience and are available to answer questions from guests. After the gallery opening, the Fine Arts Department faculty schedules a full departmental review of the work presented by each student. During the review each student articulates a formal presentation of their work and students are asked to respond to questions and comments put forth by the faculty.

### Senior Project Learning Goals

Seniors are expected to create a coherent body of work that demonstrates proficiency in the use of their chosen concentration, develop content and articulate ideas with a personal and effective visual language and present their work in a professionally installed gallery exhibition, e.g. in the Cantor Fitzgerald Gallery, Atrium Gallery, or Alcove Gallery. In addition to presenting visual works, majors are expected to articulate the content and context of the their work in a written statement, which is on display with their work along with researches on visual art and artists that are related to their own work. These educational goals are augmented by outside speakers, visiting artists, exhibitions and non-studio courses in visual culture sponsored by the department or taught by its faculty.

### Senior Project Assessment

Each thesis project is evaluated by the Faculty members who are also their concentration advisors using the following categories:

- Original ideas and creativity.
- Proficiency in their chosen concentration.
- Quality of the project.
- Active discussion and participation during group critiques by departmental full faculty, which forms in the beginning, mid-term, and

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final week, and weekly group critique and research in addition to individual meetings with the faculty members.

- Progress in their project.
- Research on related sources, e.g. professional artist works and digital presentation.
- Statement of the project.
- Attendance.

## STUDY ABROAD

### Credits from Study Abroad or from Outside the Fine Arts Department

Majors can take one 200-level course outside of a major's concentration and any art history/theory/criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

Minors can take one 200-level course outside of a minor's area of study and one art history/theory/criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

## FACILITIES

See the departmental web page for a description of art studios, galleries, and other special facilities for this program.

## FACULTY

**Markus Baenziger** (*on leave 2017-2018*)  
Professor

**Anna Benjamin**  
Visiting Assistant Professor

**Christina Freeman**  
Visiting Assistant Professor

**Jonathan Goodrich**  
Visiting Assistant Professor and Senior Thesis Coordinator

**Hee Sook Kim** (*on leave Fall 2017*)  
Professor

**Ying Li**  
Chair and Professor

**Bill Pangburn**  
Visiting Assistant Professor

**Naomi Safran-Hon**  
Visiting Assistant Professor

### William Williams

Audrey A. and John L. Dusseau Professor in the Humanities and Curator of Photography

## COURSES

### ARTS H101 ARTS FOUNDATION-DRAWING (2-D)

*Jonathan Goodrich*  
Humanities (HU)

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. (Offered Fall 2017)

### ARTS H103 ARTS FOUNDATION-PHOTOGRAPHY

*William Williams*  
Humanities (HU)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter. (Offered Fall 2017 and Spring 2018)

### ARTS H104 ARTS FOUNDATION -SCULPTURE

*Naomi Safran-Hon*  
Humanities (HU)

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. (Offered Fall 2017 and Spring 2018)

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### **ARTS H106 ARTS FOUNDATION - DRAWING**

*Staff*

Humanities (HU)

This is a seven-week introductory level course designed to provide an overview of basic drawing techniques addressing line, form, perspective, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and architecture. Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. (Offered Spring 2018)

### **ARTS H107 ARTS FOUNDATION- PAINTING**

*Ying Li*

Humanities (HU)

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 color theory such as interaction of color, value & color, warms & cools, complementary colors, optical mixture, texture, and surface quality. We will work from live model, still life, landscape, imagination and masterwork. (Offered Fall 2017 and Spring 2018)

### **ARTS H108 ARTS FOUNDATION- PHOTOGRAPHY**

*William Williams*

Humanities (HU)

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter. (Offered Fall 2017 and Spring 2018)

### **ARTS H120 FOUNDATION PRINTMAKING: SILKSCREEN**

*Hee Sook Kim*

Humanities (HU)

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. (Offered Spring 2018)

### **ARTS H121 FOUNDATION PRINTMAKING: RELIEF PRINTING**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H122 FOUNDATION PRINTMAKING: LITHOGRAPHY**

*Hee Sook Kim*

Humanities (HU)

A seven-week course covering various techniques and approaches to Lithography, including paper plate preparation, drawing materials, editioning, black and white printing and color registration. Emphasizing the expressive potential of the medium to create a personal visual statement. (Offered Spring 2018)

### **ARTS H124 FOUNDATION PRINTMAKING: MONOTYPE**

*Staff*

Humanities (HU)

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, and brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. (Offered Fall 2017)

### **ARTS H217 THE HISTORY OF AFRICAN-AMERICAN ART FROM 1619 TO THE PRESENT**

*William Williams*

Humanities (HU)

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings. (Offered Spring 2018)

### **ARTS H218 CHINESE CALLIGRAPHY AS AN ART FORM**

*Ying Li*

Humanities (HU)

## FINE ARTS

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. (Not offered 2017-18)

### **ARTS H223 PRINTMAKING: MATERIALS AND TECHNIQUES: ETCHING**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H225 LITHOGRAPHY: MATERIALS AND TECHNIQUES**

*Hee Sook Kim*

Humanities (HU)

An intermediate course covering B/W and Color Lithography in plates. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. Editioning of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. (Not offered 2017-18)

### **ARTS H229 TOPICS IN VISUAL STUDIES: ROLAND BARTHES AND THE IMAGE**

*John Muse*

Humanities (HU)

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. (Offered Fall 2017)

### **ARTS H231 DRAWING (2-D): ALL MEDIA**

*Ying Li*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H233 PAINTING: MATERIALS AND TECHNIQUES**

*Ying Li*

Humanities (HU)

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas, and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite(s): Fine Arts Foundations or instructor consent. (Offered Spring 2018)

### **ARTS H243 SCULPTURE: MATERIALS AND TECHNIQUES**

*Staff*

Humanities (HU)

This course is designed to give students an in-depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials and working with digital tools including a laser cutter and CNC equipment will be introduced in class. Course may be repeated for credit. (Offered Fall 2017)

### **ARTS H251 PHOTOGRAPHY: MATERIALS AND TECHNIQUES**

*William Williams*

Humanities (HU)

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

## FINE ARTS

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(s): ARTS 103 or equivalent, or instructor consent. (Offered Fall 2017)

### **ARTS H321 EXPERIMENTAL STUDIO: ETCHING**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H322 EXPERIMENTAL STUDIO: PRINTMAKING: LITHOGRAPHY**

*Hee Sook Kim*

Humanities (HU)

An advanced course exploring traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are

held periodically. Additional research on the history of printmaking is requested.

Prerequisite(s): One course in printmaking or instructor consent. (Not offered 2017-18)

### **ARTS H331 EXPERIMENTAL STUDIO: DRAWING (2-D)**

*Ying Li*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H333 EXPERIMENTAL STUDIO: PAINTING**

*Ying Li*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H343 EXPERIMENTAL STUDIO: SCULPTURE**

*Staff*

Humanities (HU)

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(s): ARTS 243A or B, or instructor consent. (Offered Spring 2018)

### **ARTS H351 EXPERIMENTAL STUDIO: PHOTOGRAPHY**

*William Williams*

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Humanities (HU)

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. (Offered Fall 2017)

### **ARTS H460 TEACHING ASSISTANT**

*Ying Li*

Humanities (HU)

(Offered Spring 2018)

### **ARTS H499 SENIOR DEPARTMENTAL STUDIES**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **ARTT H251 FUNDAMENTALS OF ACTING**

*Catharine Slusar*

Humanities (HU)

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. (Offered Spring 2018)

# FRENCH AND FRANCOPHONE STUDIES (BI-CO)

[haverford.edu/french](http://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. 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).

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.

## LEARNING GOALS

The purpose of the academic program in French and Francophone Studies is foremost to lay the foundation for an understanding and appreciation of French and Francophone cultures as well as enable students to achieve an advanced

level of linguistic and cultural fluency in French. These goals are achieved through a rigorous training in French language and a comprehensive study of French and Francophone literatures and cultures in courses where students sharpen their analytical skills, hone their ability to critique primary texts and engage scholarship pertinent to the field of French and Francophone Studies.

## 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 (first-year 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).

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):
  - Is open only to students who have been

## FRENCH AND FRANCOPHONE STUDIES (BI-CO)

specially placed by the departmental placement exam or to students who have taken the year-long Intensive Elementary course (at Bryn Mawr only).

- 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.

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.**

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 and Francophone Studies also cooperates with the departments of Italian (only at Bryn Mawr) and Spanish in the Romance Languages Major at Bryn Mawr.

### MAJOR REQUIREMENTS

Majors may choose a concentration in French and Francophone literature or interdisciplinary studies in French. Majors must acquire fluency in the French language, both written and oral. All majors must take FREN 212 or 260, or their equivalent, unless specifically exempted by the department.

### 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:
  - Senior Conference in the fall semester.
  - 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 Project section.)

### 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 Project 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.

### 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.

## FRENCH AND FRANCOPHONE STUDIES (BI-CO)

### SENIOR PROJECT

The Department of French and Francophone Studies offers two tracks in the major: the French and Francophone Literature track and the Interdisciplinary Studies in French track.

#### Literature Track:

In the fall semester of the senior year, students majoring in the literature track take FREN 398 (Senior Conference). Senior Conference usually focuses on three texts, one theoretical and two primary texts. Particular attention is paid to research techniques, the assembling of a bibliography, and the types of resources and critical perspectives that constitute and legitimate an advanced research project.

After taking Senior Conference students have two options for the spring semester: they may write a thesis (30-40 pages) under the direction of a faculty member, or they may write an essay (15-20 pages) in the context of a 300-level course. The first option allows students who have already developed a clearly defined subject in the fall semester to pursue independent research and the writing of a thesis with a faculty supervisor.

The second 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. Those writing a senior essay do all the readings assigned in the course plus additional readings (identified during research and specifically attached to the individual project). They do not complete the regular written assignments for the course. Instead, the final 15-20 page paper constitutes the writing portion of the grade for the course, as well as the senior project. In order to move research along, students are expected to have done all the assigned reading for the course by spring break.

#### Interdisciplinary Track:

Students working in the interdisciplinary track are exempt from taking the Senior Conference but may find it useful to do so to help with the writing process of the mandatory spring semester thesis. In this track the student generally combines a discipline from outside of French with an issue relevant to the French or Francophone world. The thesis, which can be written in English or French, is followed by an oral exam.

The thesis advisors are from a) French and b) from the other discipline chosen. Ideally, the

student chooses their subject in the second semester of junior year, identifies their advisors and starts discussing the project with them. Discussion continues in the fall of senior year with the expectation that the student submit a thesis proposal by the end of the term. Students in this track follow a similar timeline as the ones in the literature track.

### Senior Project Learning Goals

At the end of their career at Haverford, we expect our students to have achieved an extensive appreciation of French and Francophone literatures and cultures as well as an advanced level of linguistic and cultural fluency in French. We also require that they demonstrate the capacity to analyze a text and critically engage it in a sustained fashion, formulate an argument and present it intelligibly in both oral and written form. Whether writing a thesis or a senior paper they must show that they can conduct research efficiently.

### Senior Project Assessment

Both Senior Thesis and Senior Essay include a final oral defense lasting thirty minutes. At this time, the student is expected to speak with authority about the research, the writing process, and some of the intellectual ramifications of the work accomplished.

Students receive a single grade for the Senior Project. The grade for both options is calculated according to the following formula: FREN 398 [Senior Conference] (40%)+spring 300-level course or spring thesis +oral defense (60%). Assessment of students' work in 398 (fall semester) is the sole responsibility of the instructor whereas students' spring work (thesis or essay) is assessed by the first and second readers.

### REQUIREMENTS FOR HONORS

Students with a GPA of 3.7 or above are usually recommended for departmental honors.

### RELATED PROGRAMS

#### 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 AND FRANCOPHONE STUDIES (BI-CO)

### **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.

### **STUDY ABROAD**

Students minoring or majoring in French may, by a joint recommendation of the deans of the colleges and the department of French, be allowed to spend one or two semesters of their junior year in France or in another Francophone country under one of the junior year programs approved by the College.

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 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.

### **FACULTY**

#### ***At Haverford:***

**Koffi Anyinefa**  
Professor

**Christophe Corbin**  
Visiting Assistant Professor

**Kathryne Corbin**  
Lecturer

**David Sedley**  
Associate Professor and Chair

***At Bryn Mawr:***  
**Grace Armstrong**  
Eunice Morgan Schenck 1907 Professor;  
Professor and major advisor

**Brigitte Mahuzier**  
Chair and Professor

**Rudy Le Menthéour**  
Associate Professor and Director of the Avignon  
Institute

**Agnès Peysson-Zeiss**  
Lecturer

**Marie Sanquer**  
Visiting Assistant Professor

**Julien Suaudeau**  
Lecturer

**Corine Ragueneau Wells**  
Visiting Lecturer

### **COURSES AT HAVERFORD**

#### **FREN H001 ELEMENTARY FRENCH**

*Kathryne Corbin, Christophe Corbin*  
Humanities (HU)

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. (Offered Fall 2017)

#### **FREN H002 ELEMENTARY FRENCH NON INTENSIVE**

*Christophe Corbin*  
Humanities (HU)

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. (Offered Spring 2018)

#### **FREN H003 INTERMEDIATE FRENCH NON INTENSIVE**

*Koffi Anyinefa, Kathryne Corbin*  
Humanities (HU)

The emphasis on speaking and understanding French is continued, texts from French literature and cultural media are read, and short papers are

## FRENCH AND FRANCOPHONE STUDIES (BI-CO)

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(s): FREN 001 and 002, or French placement exam. (Offered Fall 2017)

### **FREN H004 INTERMEDIATE FRENCH**

*Kathryne Corbin, David Sedley*

Humanities (HU)

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(s): FREN 001 and 002, or French placement exam. (Offered Spring 2018)

### **FREN H101 INTRODUCTION À L'ANALYSE LITTÉRAIRE ET CULTURELLE I**

*Koffi Anyinefa, David Sedley*

Humanities (HU)

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. Prerequisite(s): FREN 003 and 004, or French placement exam. (Offered Fall 2017)

### **FREN H102 INTRODUCTION A L'ANALYSE LITTÉRAIRE ET CULTURELLE II**

*Koffi Anyinefa*

Humanities (HU)

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(s): FREN 005 or 101. (Offered Spring 2018)

### **FREN H105 DIRECTIONS DE LA FRANCE CONTEMPORAINE**

*Kathryne Corbin*

Humanities (HU)

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(s): FREN 005 or 101. (Offered Spring 2018)

### **FREN H202 CULTURE, FRANCE, RENAISSANCE**

*David Sedley*

Humanities (HU)

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 fused 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 on such works from 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). In French. Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Offered Fall 2017)

## FRENCH AND FRANCOPHONE STUDIES (BI-CO)

### **FREN H203 PASSION ET CULTURE: LE GRAND SIÈCLE**

*David Sedley*

Humanities (HU)

This course is about seventeenth-century French culture. We will study the tensions that define this period in France—between love and reason, finesse and geometry, gallantry and piety, the environments of cour and salon, among other—in order to see how these tensions made the century “classic” as well as “grand” in the eyes of its successors. We will pay particular attention to: theatre, whose canonical texts are by Corneille, Molière, and Racine; the invention of the novel, in large part by women like Scudéry and Lafayette; and the establishment of a centralized—i.e., modern—state, as represented through the palace of Versailles and its gardens. In French.

Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Not offered 2017-18)

### **FREN H212 GRAMMAIRE AVANCÉE: COMPOSITION ET CONVERSATION**

*Kathryne Corbin*

Humanities (HU)

The principal objective of this course is to allow its participants to master the techniques of composition and to write with a growing ease in order to express themselves with pertinent and original ideas. Students will contribute to the creation of an online news blog and will experiment with writing different genres of journalism, as well as editing a televised news segment. Assigned readings on current news and films will be the subject of discussion. The course will allow students to improve their written and oral French, to revise certain important aspects of French grammar, to develop their analytical and critical senses, and to develop their knowledge of French and francophone culture. Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Offered Fall 2017)

### **FREN H213 APPROCHES CRITIQUES ET THÉORIQUES**

*Koffi Anyinefa*

Humanities (HU)

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.

Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Typically offered every year at HC or BMC; *FREN B213* offered at Bryn Mawr in Fall 2017)

### **FREN H250 INTRODUCTION À LA LITTÉRATURE FRANCOPHONE**

*Christophe Corbin*

Humanities (HU)

A study of male and female writers of Black Africa, Arab North Africa, and the Caribbean.

Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Not offered 2017-18)

### **FREN H253 INTRODUCTION A LA LITTÉRATURE ET AU CINÉMA QUEBÉCOIS**

*Koffi Anyinefa*

Humanities (HU)

Objective of the course is to introduce students to Quebecois literature through a representative sample of literary texts (poetry, novel and drama), from the Revolution Tranquille of the 1960s until today: what are its major themes, its main formal features, its cultural specificity? What are the historical and cultural contexts that have shaped it? Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Offered Spring 2018)

### **FREN H312 ADVANCED TOPICS IN FRENCH LITERATURE: DISCOURS SUR L'ESCLAVAGE TRANSANTLANTIQUE**

*Koffi Anyinefa*

Humanities (HU)

Slavery has profoundly impacted societies on both sides of the Atlantic. Scholars in various fields of inquiry have passionately discussed its origins, history and lasting effects. How have French and Francophone societies engaged with this difficult topic? Starting with the Code noir—a law regulating slavery in French colonies originally passed in 1685 under Louis XIV and reinforced during the ‘Siècle des Lumières’—we will read our way through the centuries, mixing texts by both French and Francophone writers such as Bona, Césaire, Chamoiseau, Condé, Fanon, Montesquieu, Rousseau, and Tocqueville, to name but a few. A field trip to the recently opened National Museum of African American History and Culture in Washington, D.C. to explore its exhibition on “Slavery and Freedom” will supplement material studied in the course. In French. Prerequisite(s): At least one 200-level

## FRENCH AND FRANCOPHONE STUDIES (BI-CO)

course; Crosslisted: French, Comparative Literature (Offered Fall 2017)

### **FREN H312 ADVANCED TOPICS IN FRENCH LITERATURE: LAFAYETTE ET LES MONDES DU ROMAN**

*David Sedley*

Humanities (HU)

This seminar is about the phenomenon known as “the rise of the novel,” whose result is the fact that much of the literature we read today consists of prose narratives featuring realistic fictions. At one time, however, the novel was a marginal kind of text compared to other genres, and the worlds it represented had apparently little to do with natural or social realities. How did the novel rise to a preeminent place in the literary world, and how did its worlds come to reflect reality? We will confront these questions through series of objects (novels, film, art, and architecture, along with critical works) centered around Madame de Lafayette’s early modern masterpiece, *La Princesse de Clèves*. In the process, we will explore how the novel found its place in the world of literature, and how literature found its place in the world. In French. Prerequisite(s): At least one 200-level course; Crosslisted: French, Comparative Literature (Offered Spring 2018)

### **FREN H398 SENIOR CONFERENCE**

*Staff*

Humanities (HU)

(Typically offered every fall at HC or BMC; *FREN B398 offered at Bryn Mawr in Fall 2017*)

### **FREN H399 SENIOR THESIS**

*Staff*

Humanities (HU)

(Offered every spring)

# GENDER AND SEXUALITY STUDIES (BI-CO)

[haverford.edu/gender-and-sexuality-studies](http://haverford.edu/gender-and-sexuality-studies)

The Program in Gender and Sexuality is an interdisciplinary Bi-College program that can be integrated with certain majors 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.

The program offers several different options. Students majoring in certain disciplines may complete a concentration Gender and Sexuality Studies via Haverford College. Students majoring in any discipline can complete a minor in Gender and Sexuality via Bryn Mawr College. The details of these programs are provided below. Students can petition with the special committee on their respective home campus (CSSP at Haverford and the Committee on Independent Majors at Bryn Mawr) to design an Independent Major in Gender and Sexuality Studies.

## LEARNING GOALS

Students in the Program in Gender and Sexuality will:

- understand how social hierarchies related to gender, sexuality, race, and ethnicity have developed historically, cross-culturally, and transnationally.
- develop a high level of fluency and rigor in understanding how issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.
- gain competence in applying theory to practical experience for social transformation and citizenship.
- become critically conversant with theories of gender and sexuality, and their intersectionality with issues of race and class.
- draw upon and speak to feminist theory; women's studies; transnational and third-world feminisms; womanist theory and the experiences of women of color; the construction of masculinity and men's studies; lesbian, gay, bisexual, queer, and transgender studies; and theories of gender as

inflected by class, race, religion, and nationality.

## CURRICULUM

Students choosing a concentration (via Haverford, in association with certain majors), minor (via Bryn Mawr, regardless of major) 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 including: 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.

## MAJOR REQUIREMENTS

Students wishing to construct an independent major in Gender and Sexuality Studies should file a petition with the Committee on Student Standing and Programs (Haverford College) or make a proposal to the Committee on Independent Majors (Bryn Mawr College).

## MINOR REQUIREMENTS

Six courses distributed as follows are required for the minor at Bryn Mawr College:

- 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

## GENDER AND SEXUALITY STUDIES (BI-CO)

fulfill this requirement.

### CONCENTRATION REQUIREMENTS

Six courses distributed as follows are required for the concentration at Haverford College:

- 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.

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.

### STUDY ABROAD

Courses taken abroad may be counted for the concentration with consent of the coordinator. Upon returning to the Bi-Co, students must present a syllabus, reading list, and short narrative description of the course for the coordinator's evaluation.

### STEERING COMMITTEE

*At Haverford:*

**Anne Balay**

Coordinator of Gender and Sexuality Studies at Haverford; Visiting Assistant Professor of Independent College Programs

**Anne McGuire** (*on leave 2017-2018*)

Associate Professor of Religion

**Gustavus Stadler**

Associate Professor of English

**Susanna Wing**

Associate Professor of Political Science

*At Bryn Mawr:*

**Piper Sledge**

Assistant Professor of Sociology

**Gregory Davis**

Associate Professor of Biology

**Colby Gordon**

Assistant Professor of English

**H. Rosi Song**

Acting Coordinator of Gender and Sexuality Studies at Bryn Mawr; Associate Professor of Spanish

**Sharon Ullman**

Professor of History

### COURSES

#### ANTH H212 FEMINIST ETHNOGRAPHY

*Juli Grigsby*

Social Science (SO)

This course delves into the historical development and utility of feminist anthropology. Feminist Ethnography is both methodology and method that seeks to explore how gender, race, sexuality, and subjectivity operate in a variety of contexts. We will explore articulations and critiques of feminist ethnographic methods that engage researcher positionally and politics of research. This course is one party analytic and in another how-to, Participants will read classic and contemporary ethnographies while learning to craft auto-ethnographic research. Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

#### ANTH H214 RACE, CRIME, & SEXUALITY

*Juli Grigsby*

Social Science (SO)

What is a crime and who is a criminal? How are social understandings of punishment and control informed by hegemonic racial and sexualized ideologies? How do the answers to these questions change the ways we imagine and respond to news? To violence? And impact subjectivities? This seminar will examine the complex intersections between race, gender, sexuality, and crime within U.S. cultural, political and social contexts. To do this, we will explore historical and contemporary interdisciplinary studies that provide arguments about the connections between race, gender, sexuality, poverty and the criminal justice system. Topics include: mass incarceration, policing, violence,

## GENDER AND SEXUALITY STUDIES (BI-CO)

and media representations of crime.

Prerequisite(s): One anthropology course or instructor consent. (Offered Spring 2018)

### **ANTH H228 REPRODUCTIVE JUSTICE, SOCIAL MOVEMENTS, AND CIVIL SOCIETY**

*Juli Grigsby*

Social Science (SO)

An exploration of ethnographic approaches to women's reproductive justice issues, as well as look at reproduction in the broader structural (socioeconomic and political) contexts in which it is situated. We will focus on specific topics such as abortion, contraception, sterilization, sexually transmitted diseases (STDs) and how these issues are connected to other social justice issues such as poverty, environmentalism, and welfare reform. Prerequisite(s): ANTH 103 or instructor consent. (Typically offered every year)

### **ANTH H313 SEX WORK, POLITICAL ECONOMY, AND CAPITAL**

*Juli Grigsby*

Social Science (SO)

This course explores the ways sex and labor construct social spaces and unravel its connections to capital and political economy. Sex work, the commodification of desire and bodies can produce inevitable zones of conflict due to differing cultural understandings of sexuality, gender, ethnicity, power, and citizenship. Focusing on experiences of women we will probe these intersecting discourses by reviewing a wide range of texts that ethnographically detail dimensions of sex work. How does the study of sex work situated within specific social and political contexts, perhaps surprisingly, reveal important dimensions of gender, mobility, community, and globalization today?

Prerequisite(s): 100 level course in anthropology or Gender and Sexuality Studies, or instructor consent. (Offered Fall 2017)

### **COML H323 SEX-CRIME-MADNESS: THE BIRTH OF MODERN LITERATURE AND THE AESTHETICS OF TRANSGRESSION**

*Ulrich Schönherr*

Humanities (HU)

The emancipation from rule-bound poetics, didactic, and moral constraints led to a redefinition of literature around 1800, for which the classic/classicist triad of the true, the good, and the beautiful was no longer valid. The successful separation from extra-aesthetic

determinants opened up new representational possibilities, in which the "beautiful" became boring and the "ugly" became interesting. Focusing on major literary figures from Goethe to Jelinek, the seminar will examine the 'paradigm shift' towards a modern aesthetics of transgression in which social, racial, and sexual deviancy take center stage. Crosslisted: German, Comparative Literature (Not offered 2017-18)

### **COML H334 GENDER DISSIDENCE IN HISPANIC WRITING**

*Israel Burshatin*

Humanities (HU)

Study of the dissenting voices of gender and sexuality in Spain and Spanish America and US Latino/a writers. Interrogation of "masculine" and "feminine" cultural constructions and "compulsory heterosexuality," as well as exemplary moments of dissent. Texts to be studied include Hispano-Arabic poetry, Fernando de Rojas's *Celestina*; Tirso de Molina, Don Gil de las calzas verdes; Teresa of Avila, Gloria Anzaldúa, and Reinaldo Arenas. Prerequisite(s): One 200-level course or instructor consent. (Not offered 2017-18)

### **ENGL H269 LOVE AND SEX: QUEERNESS IN THE AMERICAN NOVEL 1850-1950**

*Gustavus Stadler*

Humanities (HU)

An examination of non-normative sexualities and gender identifications as the guiding thematic and formal force in a series of U. S. novels. (Typically offered every other year)

### **ENGL H277 POSTCOLONIAL WOMEN WRITERS**

*Rajeswari Mohan*

Humanities (HU)

This course will focus on writings by women from a range of postcolonial societies, and examine the ways they intervene in and energize aesthetic and political discourses that critique gender arrangements. In particular, we will explore the ways writers use diverse narrative traditions such as folklore, fable, and memoir—as well as, more recently, digital writing styles—to give voice to their particular historical, cultural, and political perspectives. We will also trace the play of irony, parody, and mimicry as writers figure their ambivalent positions as women, especially around issues of modernity, sexuality, religion, nation, globalization, and development. (Typically offered every three years)

## GENDER AND SEXUALITY STUDIES (BI-CO)

### **HIST H237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE**

*Darin Hayton*

Social Science (SO)

Rather than dismiss witchcraft and the occult sciences as irrational beliefs, this course investigates them within the context of early modern Europe to understand them as rational practices. How did people defend magic and what evidence did they invoke? Why did people accuse each other of practicing witchcraft? How were arguments for and against occult practices related to religious, political, and geographic contexts? What role did ideas about gender and social roles play in ideas about witches, necromancers, and sorcerers? Equally important for this class: If we no longer accept these practices as valid, why do we still care today? (Typically offered every other year)

### **HLTH H208 DISABILITY AND SUPER-ABILITY ON SCREEN: FROM BIOETHICS TO SOCIAL JUSTICE**

*Carol Schilling*

Social Science (SO)

Focusing on representations in film, this course examines ethical questions emerging from medical and social responses to disabilities and super-abilities and the consequences of those responses for human culture and for individual lives. (Offered Spring 2018)

### **ICPR H290 INTERDISCIPLINARY PERSPECTIVES ON GENDER**

*Anne Balay*

Humanities (HU)

Explore the intersection of gender, sexuality, race, class, religion, and embodiment in our time. Our focus is principally on the USA, though we make some forays into international conversations. Readings are drawn from a smattering of the most recent developments in academic research and theory, as well as from science fiction, activism, popular culture, and new media. We work to bring the personal into the classroom, and to take what we learn out into the world. (Offered every fall, alternating between HC and BMC; offered as GNST B290 at Bryn Mawr in Fall 2017)

### **POLS H242 WOMEN IN WAR AND PEACE**

*Susanna Wing*

Social Science (SO)

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. Prerequisite(s): One course in political science or instructor consent. (Offered Fall 2017)

### **PSYC H328 NEUROBIOLOGY OF SEXUAL BEHAVIOR**

*Laura Been*

Natural Science (NA)

An examination of the neurobiology underlying sexual behavior. This seminar will focus on systems-level understanding of the neural regulation of both pre-copulatory and copulatory behavior, drawing from primary literature in invertebrate, rodent, and human model systems. Prerequisite(s): PSYC 100 and PSYC 217, or instructor consent. (Offered Fall 2017)

### **RELG H104 RELIGION AND SOCIAL ETHICS**

*Staff*

Humanities (HU)

Introduces students to debates in social ethics, with a focus on Jewish, Protestant, and Catholic perspectives on the theological and ethical significance of race, class, and gender in contemporary society. Topics may include racism, incarceration, poverty, gender-based domination, and same-sex marriage. (Offered Spring 2018)

### **RELG H221 WOMEN AND GENDER IN EARLY CHRISTIANITY**

*Anne McGuire*

Humanities (HU)

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. (Typically offered every year)

### **RELG H223 BODY, SEXUALITY AND CHRISTIANITY**

*Elaine Beretz*

Humanities (HU)

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's

## GENDER AND SEXUALITY STUDIES (BI-CO)

roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed. (Offered Spring 2018)

### **RELG H258 GENDER AND POWER IN RECENT JEWISH AND CHRISTIAN THOUGHT**

*Molly Farneth*

Humanities (HU)

An exploration of gender in Judaism and Christianity through a study of feminist and queer thinkers who critique and contribute to these traditions. Topics include sex/gender difference, the gender of God, and the nature of divine authority. Prerequisite(s): Familiarity with philosophical and/or theoretical inquiry is recommended. (Typically offered every other year)

### **RELG H259 GENDER AND SEXUALITY IN ISLAMIC TEXTS AND PRACTICES**

*Staff*

Humanities (HU)

This course explores competing notions of gender and sexuality in Islamic societies from the time of Muhammad to the contemporary period. Readings include primary sources in translation as well as scholarly articles, works of fiction and nonfiction. (Not offered 2017-18)

### **RELG H276 RELIGION AND U.S. POLITICS: SEXUALITY, RACE, AND GENDER**

*Brett Krutzsch*

Humanities (HU)

This course examines why religion is commonly invoked in political debates about sexuality and gender even though the United States promotes itself as a secular democracy. The class will question if the United States has a secular government, explore what the separation of church and state means, and analyze if American citizens have religious freedom. The class will also explore the role religion has played in political movements centered on race, gender, and sexuality, and question why women's reproductive rights and LGBTQ issues have been

a common focus for government regulations and religious lobbying. (Offered Fall 2017)

### **RELG H303 RELIGION, LITERATURE AND REPRESENTATION: IMAGES OF KRISHNA**

*Pika Ghosh*

Humanities (HU)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums. (Offered Fall 2017)

### **RELG H305 SEMINAR IN RELIGION, ETHICS, AND SOCIETY: MONOGAMY AND MARRIAGE IN AMERICA**

*Brett Krutzsch*

Humanities (HU)

This course will explore how coupled, monogamous marriage became the sexual and romantic ideal in the United States, and, in particular, how that ideal is connected to religion, race, gender, and sexuality. The class will question why politicians, religious leaders, and average citizens have promoted monogamy as the only legitimate sexual relationship. We will study queer theoretical arguments about monogamy and polyamory, anti-miscegenation laws, religious alternatives to monogamy, and the role religion has played in shaping social norms about acceptable sexual citizens. (Offered Fall 2017)

### **RELG H312 RITUAL AND THE BODY**

*Molly Farneth*

Humanities (HU)

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood. Prerequisite(s): At least one 200 level in the department, or instructor consent. (Offered Spring 2018)

### **RELG H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION**

*Terrance Wiley*

Humanities (HU)

## GENDER AND SEXUALITY STUDIES (BI-CO)

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures. Crosslisted: Africana Studies, Religion; Prerequisite(s): 200-level humanities course, or instructor consent. (Typically offered every other year)

### **SPAN H316 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. Prerequisite(s): 200-level, preferred 300-level course, or instructor consent. (Offered Spring 2018)

### **VIST H258 AMERICAN QUEEN: DRAG IN CONTEMPORARY ART AND PERFORMANCE**

*Christina Knight*

Humanities (HU)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Crosslisted: Independent College Programs, Visual Studies; Prerequisite(s): An intro course in Gen/Sex or instructor consent. (Offered Fall 2017)

### **WRPR H118 PORTRAITS OF DISABILITY AND DIFFERENCE**

*Kristin Lindgren*

Rosemarie Garland-Thomson writes that "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 and aesthetic views of embodiment, disability, and difference? Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H176 ARE YOU WHAT YOU EAT? EATING AND IDENTITY**

*Elizabeth Blake*

Investigates the complex relationship between food and identity; engages food practices that can unite families, consolidate ethnic identity, reinforce class boundaries, and express gender; asks whether food can assert contemporaneity or materialize nostalgia for an idealized agrarian past. Open only to members of Haverford's first-year class as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H179 TIME AFTER TIME: QUEER PASTS, PRESENTS, AND FUTURES**

*Elizabeth Blake*

This course introduces students to the many ways queer lives and theories challenge normative conceptions of linear time. We will encounter queers feeling backward, growing sideways, and refusing normative futurity in a variety of literary, filmic, and theoretical texts. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

# GEOLOGY (BRYN MAWR)

[brynmawr.edu/geology](http://brynmawr.edu/geology)

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.

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geoarchaeology or geochemistry.

## 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 advisor; 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.

## 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.

## **GEOLOGY (BRYN MAWR)**

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 Marengo, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry).

### **SENIOR PROJECT**

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.

### **REQUIREMENTS FOR 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.

### **FACULTY**

**Selby Cull-Hearth** (*on leave Spring 2018*)  
Associate Professor of Geology

**Don Barber**  
Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

**Pedro Marengo**  
Associate Professor of Geology

**Katherine Marengo**  
Lecturer in Geology

**Arlo Weil**  
Chair and Professor of Geology

## GEOLOGY (BRYN MAWR)

### COURSES

#### **GEOL B101 HOW THE EARTH WORKS**

*Katherine Marengo, Arlo Weil*

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. (Offered Fall 2017)

#### **GEOL B102 EARTH: LIFE OF A PLANET**

*Staff*

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. (Not offered 2017-2018)

#### **GEOL B103 EARTH SYSTEMS AND THE ENVIRONMENT**

*Staff*

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 2017-2018)

#### **GEOL B109 QUANTITATIVE PROBLEMS IN THE EARTH SCIENCE**

*Staff*

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 2017-2018)

#### **GEOL B110 FOCUS: EXPLORING TOPICS IN THE EARTH SCIENCES**

*Staff*

This is a half -semester focus course. (0.5 credits)  
(Not offered 2017-2018)

#### **GEOL B125 FOCUS: GEOLOGY IN FILM** *Staff*

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. (0.5 credits) (Not offered 2017-2018)

#### **GEOL B202 MINERALOGY AND CRYSTAL CHEMISTRY**

*Staff*

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). (Not offered 2017-2018)

#### **GEOL B203 BIOSPHERE THROUGH TIME**

*Katherine Marengo, Pedro Marengo*

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system. (Offered Fall 2017)

#### **GEOL B204 STRUCTURAL GEOLOGY**

*Arlo Weil*

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,

## **GEOLOGY (BRYN MAWR)**

weekend field trip. Prerequisite: GEOL 101 and MATH 101. (Offered Spring 2018)

### **GEOL B205 SEDIMENTARY MATERIALS AND ENVIRONMENTS**

*Don Barber*

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. (Offered Spring 2018)

### **GEOL B206 ENERGY RESOURCES AND SUSTAINABILITY**

*Don Barber*

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. (Offered Fall 2017)

### **GEOL B208 GEOLOGY SUPER LAB**

*Pedro Marengo*

Students will learn the fundamentals of geological laboratory analysis via measurements on geological materials chosen by the students. We will utilize the analytical equipment and techniques available in the Geology Department including (but not limited to) X-ray diffractometry, thin-section petrography, carbon isotope mass spectrometry, and inductively-coupled plasma mass spectrometry. Emphasis will be placed on data processing and quantitative analysis of large datasets. Prerequisites: GEOL 101, GEOL 202, one other 200 level course, junior/senior status. (Offered Spring 2018)

### **GEOL B209 NATURAL HAZARDS**

*Katherine Marengo*

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. (Offered Spring 2018)

### **GEOL B260 ORIGIN STORIES: FROM THE BIG BANG TO MOTHER EARTH**

*Staff*

This is a co-taught intermediate science course, instructed by a Geology and Physics professor, that will focus on the core scientific principals related to Cosmology, Physics and Geology that help address fundamental questions regarding the origin of the Universe, the origin of time, the origin of stars and our own solar system, and the origin of Earth, its atmosphere, hydrosphere and biosphere. The course will be a mix of fundamental scientific principles used to scaffold a deeper understanding of how scientists have come to understand and question stories of origin. Group discussions will be informed by close reading of scientific texts, and occasional problem sets. (Not offered 2017-2018)

### **GEOL B299 GEOLOGY FIELD SHORT COURSE**

*Arlo Weil*

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. (0.5 credits) (Offered Fall 2017)

### **GEOL B302 LOW-TEMPERATURE GEOCHEMISTRY**

*Pedro Marengo*

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for

## **GEOLOGY (BRYN MAWR)**

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. (Offered Fall 2017)

### **GEOL B304 TECTONICS**

*Staff*

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 2017-2018)

### **GEOL B305 IGNEOUS AND METAMORPHIC PETROLOGY**

*Staff*

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 2017-2018)

### **GEOL B310 INTRODUCTION TO GEOPHYSICS**

*Staff*

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. (Not offered 2017-2018)

### **GEOL B314 MARINE GEOLOGY**

*Staff*

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 2017-2018)

### **GEOL B350 ADVANCED TOPICS IN GEOLOGY**

*Arlo Weil*

This is a topics course. Course content varies. Current topic description: This class explores the Appalachians, including investigation of the: margin of eastern Laurentia prior to orogeny, orogenic activity within the continental plates involved in Pangea amalgamation; evidence and ramifications for opening and closing of the major Paleozoic oceans; and implications of these tectonic events on Earth surface systems. This course involves paleontological, geochemical, and stratigraphic approaches of inquiry, and is discussion based with a focus on primary literature. (Offered Spring 2018)

### **GEOL B398 SENIOR SEMINAR**

*Staff*

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project, but is scaled down for the shorter time frame (one versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified. (Not offered 2017-2018)

## **GEOLOGY (BRYN MAWR)**

### **GEOL B399 SENIOR CAPSTONE SEMINAR**

#### *Staff*

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. (Offered Fall 2017 and Spring 2018)

### **GEOL B403 SUPERVISED RESEARCH**

#### *Staff*

Optional laboratory or field research on a wide variety of topics, open to junior or senior majors. Interested students must consult with department faculty members as early as possible, preferably before the start of the semester, in order to choose a faculty supervisor. The student and faculty supervisor meet early in the semester to plan the research and discuss gradable outcomes (e.g., final research paper). Requires permission of the instructor and the major advisor. (Offered Fall 2017 and Spring 2018)

### **GEOL B425 PRAXIS III**

#### *Staff*

Independent or group projects with a significant emphasis on community outreach and service. Projects usually focus on addressing environmental issues through collaborative work with off-campus practitioners. Prerequisites: advanced standing in the environmental studies concentration or permission of the instructor. (Not offered 2017-2018)

# GERMAN AND GERMAN STUDIES (BI-CO)

[haverford.edu/german](http://haverford.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.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly global world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology and folklore.

## LEARNING GOALS

The German program aims, through the study of German language, culture, and literature, to foster:

- critical thinking.
- expository writing skills.
- the mastery of critical theories and methodologies, crucial for the analysis of cultural artifacts.
- the ability to respond intellectually and creatively to the challenges posed by cultural difference in an increasingly multicultural and global world.
- a thorough knowledge of German language.

## CURRICULUM

A thorough knowledge of German is a goal for both major concentrations. The objective of our

language instruction is to teach students communicative skills that enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, film, gender and sexuality studies, growth and structure of cities, history, history of art, music, philosophy, and political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

## MAJOR REQUIREMENTS

After the completion of the GERM 101-102 sequence (or its equivalent) the German language and literature concentration normally follows the sequence 201 and/or 202; 209 or 212, or 213; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference or either an additional 300-level seminar in German or GERM 403 (Supervised Work) for double majors.

A German Studies major normally includes 201 or 202; 223 or 245; one 200- and one 300-level course in German literature; three courses (at least one at the 300 level) in subjects central to aspects of German culture, history, or politics; and one semester of GERM 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence.

## MINOR REQUIREMENTS

A minor in German and German Studies consists of six units of work. To earn a minor, students are normally required to take GERM 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

## GERMAN AND GERMAN STUDIES (BI-CO)

recommended electives for German Studies majors.

### SENIOR PROJECT

All of our majors are required to write a senior thesis in German, or—if they are double majors—to produce a thesis in a related discipline that has significant overlap with their work in German. They typically take a 300-level seminar in fall and write a research term paper that often becomes the foundation for their senior project. In the spring semester they take the mandatory 399 Senior Conference consisting of weekly meetings and discussions of thesis proposals and drafts with their advisor(s).

#### Senior Project Learning Goals

In writing the senior thesis, the student should demonstrate a) the capacity to conceive a theoretically informed and well designed research project b) the language skills to research and evaluate primary and secondary materials and to effectively synthesize these, and c) the analytical and methodological skills to produce an innovative and critically astute thesis.

#### Senior Project Assessment

The quality of the thesis is evaluated on the basis of the following criteria:

- Originality of topic.
- Mastery of analysis.
- Familiarity with primary and secondary literature.
- Creative application of relevant theoretical discourses.
- Clarity of writing.

### REQUIREMENTS FOR HONORS

Any student whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom the student has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

### CONCENTRATIONS AND INTERDISCIPLINARY MINORS

The German department with its cross-disciplinary curriculum is a regular contributor to the Comparative Literature program, Gender and Sexuality Studies, the Cities program, as well as African and Africana Studies.

### 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).

### FACULTY

#### *At Haverford:*

#### **Imke Brust** (*Co-Chair*)

Assistant Professor of German

#### **Simone Schlichting-Artur**

Visiting Associate Professor of German

#### **Ulrich Schönherr**

Professor of German and Comparative Literature

#### *At Bryn Mawr:*

#### **David Kenosian**

Lecturer

#### **Azade Seyhan** (*Co-Chair*)

Fairbank Professor in the Humanities; Professor of German and Comparative Literature

#### **Qinna Shen**

Assistant Professor of German

### COURSES AT HAVERFORD

#### **GERM H001 ELEMENTARY GERMAN**

*Simone Schlichting-Artur*

Humanities (HU)

Meets five hours a week with the individual class instructor, one hour with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. This is a year-long course; both semesters (001 and 002) are required for credit. (Offered Fall 2017)

#### **GERM H002 ELEMENTARY GERMAN**

*Simone Schlichting-Artur*

## GERMAN AND GERMAN STUDIES (BI-CO)

Humanities (HU)  
(Offered Spring 2018)

### **GERM H101 INTERMEDIATE GERMAN**

*Imke Brust*

Humanities (HU)

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. (Offered Fall 2017)

### **GERM H102 INTERMEDIATE GERMAN**

*Imke Brust*

Humanities (HU)

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. (Offered Spring 2018)

### **GERM H201 ADVANCED TRAINING: LANGUAGE, TEXT, AND CONTEXT**

*Staff*

Humanities (HU)

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, historical and philosophical texts, including feature films and video materials. Weekly grammar reviews will complement these activities. (Offered every year)

### **GERM H223 WRITING NATIONS: AFRICA AND EUROPE**

*Imke Brust*

Humanities (HU)

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary

texts from Nigeria, South Africa, and Algeria. (Offered Fall 2017)

### **GERM H262 EUROPEAN FILM**

*Imke Brust*

Humanities (HU)

This course will explore what role film plays in the conceptualization of the European Union. After a brief historical overview, we will familiarize ourselves with a variety of important European film movements after 1945. Our class discussion will cover important European film movements such as German Expressionist Film, Italian Neorealism, French New Wave, Czech New Wave, New German Cinema, and Dogma 95. In addition, we will be watching films from Poland, the Netherlands, and the Balkans. Towards the end of the semester we will discuss how the accelerated integration of the European Union since the 1990s has affected film production within the European Union and what aesthetic, and political ideas shape contemporary European films. Furthermore, this class also aims to highlight transnational aspects of European film in particular in light of the recent European refugee crisis. This course is taught in English with an extra-session in German. Crosslisted: German, Comparative Literature (Typically offered every other year)

### **GERM H305 MODERN GERMAN DRAMA—A MORAL COMPASS?**

*Imke Brust*

Humanities (HU)

In 1784 Friedrich Schiller started a discussion about theater as a moral institution. With this in mind, this course will provide an overview of the historical development of drama within the German-speaking world and also explore foreign influences on German drama. We will read and watch a variety of different plays from Lessing to Jelinek, and engage with different theatrical genres: classical, epic, documentary, absurd, and feminist theater. In addition, we will discuss the function of the institutionalization of theater within the German national imaginary, with a particular focus on gender and race. This course is taught in German. (Offered Fall 2017)

### **GERM H320 SEX-CRIME-MADNESS: THE BIRTH OF MODERN LITERATURE AND THE AESTHETICS OF TRANSGRESSION**

*Ulrich Schönherr*

Humanities (HU)

## GERMAN AND GERMAN STUDIES (BI-CO)

The emancipation from rule-bound poetics, didactic, and moral constraints led to a redefinition of literature around 1800, for which the classic/classicist triad of the true, the good, and the beautiful was no longer valid. The successful separation from extra-aesthetic determinants opened up new representational possibilities, in which the “beautiful” became boring and the “ugly” became interesting. Focusing on major literary figures from Goethe to Jelinek, the seminar will examine the ‘paradigm shift’ towards a modern aesthetics of transgression in which social, racial, and sexual deviancy take center stage. Crosslisted: German, Comparative Literature (Not offered 2017-18)

### **GERM H321 INTERMEDIAL TRANSFORMATIONS: MUSICO-ACOUSTIC IMAGINATIONS IN LITERATURE AND FILM**

*Ulrich Schönherr*

Humanities (HU)

The course intends to explore the rich and diverse representations of music in all its socio-aesthetic complexity from antiquity to the present. The thematic scope will range from mythological, philosophical, and religious interpretations of music through issues of gender, race, and politics in literature, opera, and film, to theories of intermediality, and psychological implications of voice and sound. Focusing on exemplary models, we will reconstruct the changing social functions and highly ambiguous attitudes towards music in Western culture, oscillating between fear and fascination. In addition, we will also continuously confront the semiotic question of whether literature can justifiably be read in analogy to musical forms, and whether music as a language is also plausible in reverse. Crosslisted: German, Comparative Literature (Offered Spring 2018)

### **GERM H399 SENIOR CONFERENCE**

*Imke Brust, Ulrich Schönherr*

Humanities (HU)

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 meetings and discussions of thesis proposals and drafts with their advisor(s). In writing the senior thesis, the

student should demonstrate a) the capacity to conceive a theoretically informed and well designed research project b) the language skills to research and evaluate primary and secondary materials and to effectively synthesize these, and c) the analytical and methodological skills to produce an innovative and critically astute thesis. (Offered Fall 2017 and Spring 2018)

## **COURSES AT BRYN MAWR**

### **GERM B001 ELEMENTARY GERMAN**

*Qinna Shen*

Meets five hours a week with the individual class instructor, an additional one hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. (Offered Fall 2017)

### **GERM B002 ELEMENTARY GERMAN**

*Staff*

Meets five hours a week with the individual class instructor, and one additional hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Prerequisite(s): GERM B001 or its equivalent or permission of instructor. (Offered Spring 2018)

### **GERM B101 INTERMEDIATE GERMAN**

*Azade Seyhan*

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. Prerequisite(s): Completion of GERM B002 or its equivalent as decided by the department and/or placement test. (Offered Fall 2017)

### **GERM B102 INTERMEDIATE GERMAN**

*Qinna Shen*

This course is the continuation of GERM 101 (Intermediate German). We will concentrate on all four language skills—speaking, reading, writing, and listening comprehension. We will build on the knowledge that students gained in the elementary-level courses and then honed in GERM 101. This course will also provide students with an introduction to selected aspects of German culture. Prerequisite(s): GERM B101 or its equivalent as decided by the department. (Offered Spring 2018)

## GERMAN AND GERMAN STUDIES (BI-CO)

### **GERM B201 ADVANCED TRAINING: LANGUAGE, TEXT, CONTEXT**

*Qinna Shen*

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Taught in German. Course content may vary. (Offered Fall 2017)

### **GERM B202 INTRODUCTION TO GERMAN STUDIES**

*Staff*

In this course, we will concentrate on all four language skills – speaking, reading, writing and listening comprehension. However, special emphasis will be placed on reading and writing skills. In addition, students will be introduced to different literary and non-literary texts and practice writing in different genres. Through newspaper articles, film reviews, short stories, poetry, and selected film screenings, this course also offers an introduction to some of the most compelling debates about multiculturalism in Germany and exemplary representations of cultural diversity in contemporary German life. Course taught in German. (Not offered 2017-18)

### **GERM B212 MARX, NIETZSCHE, FREUD, AND THE RHETORIC OF MODERNITY**

*Staff*

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of “the history of the subject” into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of “the philosophical discourse(s) of modernity” (e.g.,

sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Course is taught in English. One additional hour will be added for those students wanting German credit. Crosslisted with Philosophy 204. (Not offered 2017-18)

### **GERM B223 TOPICS IN GERMAN CULTURAL STUDIES**

*Staff*

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German. (Not offered 2017-18)

### **GERM B231 CULTURAL PROFILES IN MODERN EXILE**

*Staff*

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others. (Not offered 2017-18)

### **GERM B245 INTERDISCIPLINARY APPROACHES TO GERMAN LITERATURE AND CULTURE**

*Qinna Shen*

This is a topics course. Taught in English. Course content varies. Current topic: Crime and Courtroom Drama. This is a film-based course about political trials at critical junctures of German history. (Offered Spring 2018)

### **GERM B320 TOPICS IN GERMAN LITERATURE AND CULTURE**

*Staff*

This is a topics course. Course content varies. Current topic description: This course focuses on the development of strong international and cross-cultural trends in German literature of modernity. Taught in English. Students wanting German credit will meet for additional hour per week. (Offered Spring 2018)

## GERMAN AND GERMAN STUDIES (BI-CO)

### **GERM B321 ADVANCED TOPICS IN GERMAN CULTURAL STUDIES**

*Qinna Shen*

This is a topics course. Course content varies.  
Current topic description: This film course of transnational scope focuses specifically on cultural encounters between the West and the East in the 20th and 21st centuries. It uses visual material related to East Asia produced mainly by German filmmakers. Using film as the main medium, the course touches on issues that are at the center of contemporary cultural debates, such as orientalism, race, gender, class, and identity, as well as postcolonialism, nationalism, travel, exile, multiculturalism, and globalism. (Offered Fall 2017)

### **GERM B399 SENIOR SEMINAR**

*Qinna Shen*

Senior Seminar. Students are required to write a long research paper with an annotated bibliography. (Offered Spring 2018)

### **GERM B421 GERMAN FOR READING KNOWLEDGE**

*Staff*

This course will provide graduate and undergraduate students with the skills to read and translate challenging academic texts from German into English. We will quickly cover the essentials of German grammar and focus on vocabulary and constructions that one can encounter in scholarly writing from a variety of disciplines. Does not fulfill the Language Requirement. (Not offered 2017-18)

# GROWTH AND STRUCTURE OF CITIES (BRYN MAWR)

[brynmawr.edu/cities](http://brynmawr.edu/cities)

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.

Students may complete a major or minor in Growth and Structure of Cities.

## **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 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. 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 advisors, 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. Internships are also an important component of the program either in the summer or for credit with faculty supervision.

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

## **GROWTH AND STRUCTURE OF CITIES (BRYN MAWR)**

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 advisors 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 or in area studies should consult with faculty early in their career.

Students should also note that 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 advisors 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 in Growth and Structure of Cities

### **Min-Kyung Lee**

Assistant Professor of Growth and Structure of Cities

### **Gary McDonogh**

Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

### **Samuel Olshin**

Senior Visiting Studio Critic

### **Liv Raddatz**

Lecturer

### **Daniela Voith**

Senior Lecturer in the Growth and Structure of Cities Program

## **COURSES**

### **CITY B185 URBAN CULTURE AND SOCIETY**

*Gary McDonogh, Liv Raddatz*

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. (Offered Fall 2017)

## **GROWTH AND STRUCTURE OF CITIES (BRYN MAWR)**

### **CITY B190 THE FORM OF THE CITY: URBAN FORM FROM ANTIQUITY TO THE PRESENT**

*Min-Kyung Lee*

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. (Offered Spring 2018)

### **CITY B201 INTRODUCTION TO GIS FOR SOCIAL AND ENVIRONMENTAL ANALYSIS**

*Liv Raddatz*

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e., the quantitative readiness assessment or Quan BO01). (Offered Spring 2018)

### **CITY B207 TOPICS IN URBAN STUDIES**

*Jeffrey Cohen*

This is a topics course. Course content varies. (Offered Spring 2018)

### **CITY B217 RESEARCH METHODS IN THE SOCIAL SCIENCES**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B226 INTRODUCTION TO ARCHITECTURAL DESIGN**

*Daniela Voith, Samuel Olshin*

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor. (Offered Fall 2017)

### **CITY B227 TOPICS IN MODERN PLANNING**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B228 PROBLEMS IN ARCHITECTURAL DESIGN**

*Daniela Voith, Samuel Olshin*

A continuation of CITY 226 at a more advanced level. Prerequisites: CITY B226 or permission of instructor. (Offered Spring 2018)

### **CITY B229 TOPICS IN COMPARATIVE URBANISM**

*Gary McDonogh*

This is a topics course. Course content varies. Current topic description: City, Nature and Culture - Creativity, sprawl, alienation, mobility, nature and artifice --what do developments beyond the metropolis tell us about urban life. Probing suburban places, experiences, imagery and reforms around Paris, Hong Kong, Buenos Aires and Philadelphia, this required major writing seminar examines suburbs for both problems from the past and ideas for the future. (Offered Spring 2018)

### **CITY B250 TOPICS: GROWTH & SPATIAL ORGANIZATION OF THE CITY**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B254 HISTORY OF MODERN ARCHITECTURE**

*Min-Kyung Lee*

A survey of the development of modern architecture since the 18th century. (Offered Fall 2017)

### **CITY B255 SURVEY OF AMERICAN ARCHITECTURE**

*Staff*

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

## **GROWTH AND STRUCTURE OF CITIES (BRYN MAWR)**

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. (Not offered 2017-2018)

### **CITY B278 AMERICAN ENVIRONMENTAL HISTORY**

*Staff*

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. (Not offered 2017-2018)

### **CITY B298 TOPICS: ADVANCED RESEARCH METHODS**

*Staff*

This is a topics course. Course content varies. (0.5 credits) (Not offered 2017-2018)

### **CITY B306 ADVANCED FIELDWORK TECHNIQUES: PLACES IN TIME**

*Staff*

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 2017-2018)

### **CITY B318 TOPICS IN URBAN SOCIAL AND CULTURAL THEORY**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B325 TOPICS IN SOCIAL HISTORY**

*Staff*

This is a topics course that explores various themes in American social history. Course content varies. (Not offered 2017-2018)

### **CITY B329 ADVANCED TOPICS IN URBAN ENVIRONMENTS**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B335 TOPICS IN CITY AND MEDIA**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **CITY B345 ADVANCED TOPICS IN ENVIRONMENT AND SOCIETY**

*Liv Raddatz*

This is a topics course. Topics vary. Current topic description: How can cities help address today's most pressing environmental problems? Are sustainable urban environments possible, and if so, what would they look like? This course explores these and other questions by examining theories, politics and practices of sustainability in urban contexts from a global perspective. (Offered Fall 2017)

### **CITY B360 TOPICS: URBAN CULTURE AND SOCIETY**

*Liv Raddatz*

This is a topics course. Course content varies. Current topic description: This course explores intersections of migration, labor, and cities in today's globalized economy. We will examine how broad trends have shaped labor markets in different urban contexts and shed light on the central role of migrant workers within them. Gaining a deeper understanding of migrant workers' experiences, struggles and contributions is a key objective of the course. (Offered Spring 2018)

### **CITY B365 TOPICS: TECHNIQUES OF THE CITY**

*Gary McDonogh*

This is a topics course. Course content varies. Current topic description: Fragmentation, Enclaves, and the Future of Global Cities - Ghettos. Gated Communities. Chinatowns. Cities have been and continue to be fragmented in multiple ways in space, meaning and experience, based on political economics, social formations and culture. From the Jewish ghetto of Venice to contemporary Chinatowns, the divided Philadelphia of W.E.B. DuBois to the gilded ghettos of contemporary gated communities, we will explore divided cities as historical process and future challenge. (Offered Spring 2018)

## **GROWTH AND STRUCTURE OF CITIES (BRYN MAWR)**

### **CITY B377 TOPICS IN MODERN ARCHITECTURE**

*Min-Kyung Lee*

This is a topics course on modern architecture. Topics vary. Current topic description: This class offers the students the opportunity to engage architecture, architectural and urban history in a seminar format. For advanced majors but also open to others in history or history of art by permission of the instructor. (Offered Fall 2017)

### **CITY B378 FORMATIVE LANDSCAPES: THE ARCHITECTURE AND PLANNING OF AMERICAN COLLEGIATE CAMPUSES**

*Jeffrey Cohen*

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. (Offered Spring 2018)

### **CITY B398 SENIOR SEMINAR**

*Gary McDonogh, Jeffrey Cohen, Liv Raddatz*

An intensive research seminar designed to guide students in writing a senior thesis. (Offered Fall 2017)

### **CITY B403 INDEPENDENT STUDY**

*Staff*

Advanced Fieldwork: Places in Time - This class offers the students the opportunity to do advanced directed fieldwork/archival study in architecture, architectural history, preservation and urban history under supervision of the professor with occasional collective meetings. For advanced majors but also open to others in history or history of art by permission. (Offered Fall 2017)

### **CITY B415 TEACHING ASSISTANT**

*Staff*

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. (Not offered 2017-2018)

### **CITY B425 PRAXIS III: INDEPENDENT STUDY**

*Staff*

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. (Not offered 2017-2018)

### **CITY B450 URBAN INTERNSHIPS/PRAXIS**

*Staff*

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. (Offered Fall 2017 and Spring 2018)

# HEALTH STUDIES (BI-CO)

[haverford.edu/healthstudies](http://haverford.edu/healthstudies)

Haverford's Bi-College Health Studies minor brings together faculty and students to explore the intertwined areas of health, disease, and social justice. We offer unparalleled training for students interested in confronting complex real-world health problems and envisioning solutions.

Multidisciplinary in approach and collaborative in spirit, our curriculum embraces the social sciences, natural sciences, and humanities. Students learn how to think about health from a variety of disciplinary perspectives and with an appreciation of its many dimensions. They also gain experience—so vital in addressing contemporary health issues—working in productive partnerships with individuals from different backgrounds, training, and points of view.

Our program welcomes students from every major. Their diverse perspectives come together to create an exceptionally rich learning experience. At the same time, we are committed to advancing each student's particular academic goals, which may include medicine, public health, journalism, medical anthropology, health policy, among others.

The Health Studies curriculum is organized along three curricular tracks:

- cultural, literary, visual, and ethical **Representations** of health and illness (R-track)
- familial, social, civic, and governmental **Systems** that structure risks to disease and access to health care (S-track)
- biological, chemical, and psychological **Mechanisms** of disease and the maintenance of health (M-track)

Students may complete a Health Studies 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 Health Studies director.

The Bi-Co Health Studies 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; 21 Bi-Co students graduated with a Health Studies minor in 2016 and 23 in 2017. These 44 students included majors in Anthropology, Biology, Chemistry, French, History, International Studies, Mathematics, Philosophy, Physics, Political Science, Psychology, Religion and Spanish, as well as concentrators and minors in Africana Studies, Biochemistry, Gender and Sexuality Studies, Neuroscience, Peace Justice and Human Rights, and Spanish. Students planning to go into medicine, nursing, nutrition, physical therapy, psychotherapy, and other clinical fields as well as those drawn to policy, economics, health care management, health education, medical humanities, or health-focused research have found that the multidisciplinary nature of the Health Studies curriculum has broadened their undergraduate experience and better prepared them for graduate and professional training and work.

## LEARNING GOALS

### General

- Understand the interconnected physical, social, and humanistic dimensions of community health as described in the three core tracks below.
- Analyze the determinants of health and disease employing multidisciplinary perspectives.
- Apply principles of public health and social justice to contemporary issues of disease and well-being.
- Collaborate in interdisciplinary research and teamwork for improving community health.
- Conduct a literature review on a health issue

## HEALTH STUDIES (BI-CO)

employing diverse academic and public resources.

(Adapted from the Association of Schools of Public Health's Undergraduate Public Health Learning Outcomes.)

### Learning Goals: Three Core Tracks

M Track (Mechanisms of Disease and the Maintenance of the Healthy Body):

- Describe the biological mechanisms and risk factors of both infectious and chronic diseases.
- Understand how methods of epidemiology and surveillance are used to monitor population health and respond to disease outbreaks.
- Evaluate multiple sources of health information and assess health data; use this information to develop responses to individual and community health issues.
- Assess the influence that scientific research and technology have on individual and population health.

R Track (Cultural, Literary, and Visual Representations of Health and Illness):

- Identify the role that humanistic inquiry plays in developing responses to pressing health issues.
- Understand how literary and visual representations and cultural productions shape conceptions of health, illness, and the body.
- Explore the diversity of health beliefs and healing practices among individuals, communities, and cultures in local, national, and global contexts.
- Analyze ethical dilemmas in the field of public health, clinical medicine, and biomedical research.
- Understand how intersections of gender, race, ethnicity, and sexual discrimination shape health and disease, risk, and vulnerability.

S Track (Familial, Social, Civic, and Governmental Structures that Respond to Issues of Health and Disease):

- Investigate how social, political, legal, and economic structures and institutions influence responses to health and disease.
- Examine public health as social justice with a fundamental right to health and health services.

- Identify stakeholders who influence health programs and interventions.
- Recognize the impact of policies, laws, and legislation on both individual and population health.
- Understand roles and responsibilities of government, non-government agencies, and private organizations in promoting health.
- Understand how organizational structures, financing, and the delivery of health care and public health services impact population health.
- Recognize the role of community collaborations in promoting population health.

## CURRICULUM

Our growing menu of courses follows three tracks: mechanisms of disease and maintenance of health (often biology, chemistry, and psychology courses); cultural, ethical, literary, and visual representations of health and illness (often anthropology, religion, philosophy, visual studies, and literature courses); and familial, social, civic, and governmental systems that structure responses to issues of health and disease (often anthropology, economics, history, political science, sociology, and social work courses)

We also require minors to take an introductory level course and a senior-level capstone course, both of which bring a range of perspectives to bear on a series of specific health-related issues. Our capstone course culminates with students examining specific health issues from their own disciplinary perspectives and in collaboration with students from different majors.

*Most courses in the minor are at the 200 or 300-level, so interested students should consider taking introductory courses in anthropology, economics, history, natural sciences, political science, psychology, sociology, or statistics to gain the background necessary for the more advanced courses.*

## MINOR REQUIREMENTS

The Bi-Co Health Studies minor consists of six courses, which include:

1. **A required introductory course (HLTH 115)**, now offered in the fall and spring semesters, should ideally be completed during the first or second year; *successful completion*

## HEALTH STUDIES (BI-CO)

*of the introductory course is a pre-requisite for enrolling in the Senior Seminar (HLTH 398).*

- 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 core 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: familial, social, civic and governmental systems that structure and respond to issues of health and disease.
- 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 that deal with health issues, but not necessarily as their primary focus. *Only one course that fulfills a student's graduation requirement for their major can also fulfill a requirement for the Health Studies minor. For students who are concentrating or minoring in an additional program, only one of the four elective courses for Health Studies can also fulfill a requirement for the concentration or second minor.*
- 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 category of diseases (e.g., epidemics), or a specific population (e.g., Native Americans). Students complete two projects that address the theme: one that is grounded in their own disciplinary perspective and one that requires collaboration with fellow students majoring in other disciplines.

## AFFILIATED PROGRAMS

### **4+1 Bioethics Program with the University of Pennsylvania**

Study for four years at Haverford, then one year at Penn, and receive a Bachelor of Arts or Bachelor of Science from Haverford and a

Master's in Bioethics (MBE) from Penn's Bioethics Program in the Perelman School of Medicine.

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 and to take up to three graduate bioethics courses while still enrolled at Haverford. Students whose GPA is at least 3.5 can apply for this program after completing their sophomore year and before beginning their senior year.

## STUDY ABROAD AND INTERNSHIPS

Health Studies is distinguished by its investigation of how local conditions of health and disease are shaped by interconnected global forces and processes, such as (im)migration, traveling microbes, war and conflict, and international humanitarian projects. Many students fulfill one or two of their elective requirements for the Health Studies minor while studying abroad. Examples of programs with curricula relevant to Health Studies include: AUSTRALIA--University of Melbourne; BARBADOS--University of West Indies; BOTSWANA--CIEE Gaborone; CHILE--Middlebury College; DENMARK--DIS Danish Institute for Study Abroad; ENGLAND--University College London.

While not a formal requirement for the minor, Health Studies encourages students to take advantage of the many opportunities for enriching their academic work through independent research and/or internships, in both domestic and international settings. Such opportunities will help students face the challenges of integrating data and theory into their hands-on work in medicine and public health, in both clinical and community settings. Haverford students may seek support through Haverford's Center for Peace and Global Citizenship (CPGC), from the John B. Hurford '60 Center for the Arts and Humanities (HCAH), or the Koshland Integrated Natural Sciences Center (KINSC).

Health Studies students have taken advantage of a rich array of international internships, including programs in Mexico, Nicaragua, Uganda, South Africa, and Thailand.

## HEALTH STUDIES (BI-CO)

### FACULTY

**Anne Montgomery**

Visiting Assistant Professor of Health Studies

**Anna West**

Assistant Professor of Health Studies; Director of Health Studies

***Affiliated Faculty at Haverford:*****Karin Åkerfeldt**

Professor of Chemistry

**Eli Anders**

Visiting Assistant Professor of Writing; Writing Fellow

**Richard Ball**

Professor of Economics

**Laura Been**

Assistant Professor of Psychology

**Kimberly Benston**

President of the College and Francis B. Gummere Professor of English

**Julie Becher**

Visiting Assistant Professor of Economics

**Susan Benston**

Visiting Assistant Professor of Writing

**Elizabeth Blake**

Visiting Assistant Professor of Writing; Writing Fellow

**Frances Blase**

Provost of the College and Associate Professor of Chemistry

**Lynne Butler**

Professor of Mathematics and Statistics

**Louise Charkoudian** *(on leave Fall 2017)*

Assistant Professor of Chemistry

**Rebecca Compton**

Professor of Psychology

**Robert Fairman**

Professor of Biology

**Andrew Friedman**

Associate Professor of History

**Victoria Funari**

Hurford Center for the Arts and Humanities (HCAH) and Visual Media Scholar

**Elizabeth Gordon**

Visiting Assistant Professor of Psychology

**Kristin Lindgren**

Visiting Assistant Professor of Writing; Director of the Writing Center

**Philip Meneely**

Professor of Biology

**Weiwen Miao**

Professor of Mathematics and Statistics

**Zolani Ngwane**

Associate Professor of Anthropology

**Zachary Oberfield** *(on leave 2017-2018)*

Associate Professor of Political Science

**Judith Owen**

Professor of Biology

**Adam Rosenblatt**

Visiting Assistant Professor of Peace, Justice and Human Rights

**Carol Schilling**

Visiting Professor of Independent College Programs

**Terry Snyder**

Visiting Associate Professor of History and Librarian of the College

**Jill Stauffer**

Associate Professor of Peace, Justice and Human Rights

**Thomas Wadden**

Visiting Professor of Psychology

**Shu-wen Wang**

Assistant Professor of Psychology

***Affiliated Faculty at Bryn Mawr:*****Dustin Albert**

Assistant Professor of Psychology

## HEALTH STUDIES (BI-CO)

### **Sara Bressi**

Associate Professor of Social Work and Social Research

### **Piper Sledge**

Assistant Professor of Sociology

### **Tamara Davis**

Professor of Biology

### **Victor Donnay**

Professor of Mathematics and Co-Director of Environmental Studies Program

### **Marissa Martino Golden**

Associate Professor of Political Science

### **Erica Graham**

Assistant Professor of Mathematics

### **Karen Greif**

Professor of Biology

### **Carol Hager**

Professor of Political Science

### **Yan Kung**

Assistant Professor of Chemistry

### **Rudy Le Menthéour**

Associate Professor of French

### **Bill Malachowski**

Professor of Chemistry

### **Kalala Ngalamulume**

Associate Professor of Africana Studies and History, Co-Director of International Studies, and Co-Director of Health Studies (spring)

### **Melissa Pashigian**

Associate Professor of Anthropology

### **Laurel Peterson**

Assistant Professor of Psychology

### **Leslie Rescorla**

Professor of Psychology

### **Marc Schulz**

Professor of Psychology

### **Maja Seselj**

Assistant Professor of Anthropology

### **Joshua Shapiro**

Assistant Professor of Biology

### **Cindy Sousa**

Assistant Professor of Social Work and Social Research

### **Elly Truitt**

Associate Professor of History

### **Susan White** (*on leave Spring 2018*)

Professor of Chemistry and Co-Director of Health Studies (fall)

## COURSES

### **HLTH H115/B115 INTRODUCTION TO HEALTH STUDIES**

*Anna West, Anne Montgomery*

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. Crosslisted: Health Studies, Independent College Programs (Offered Spring 2018 at Haverford; *HLTH B115 Introduction to Health Studies offered Fall 2017 at Bryn Mawr by Susan White and Anne Montgomery*)

### **HLTH H120 INTRODUCTION TO HEALTH STATISTICS**

*Staff*

Natural Science (NA), Quantitative (QU)  
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; Prerequisite(s): Not open to students who have taken MATH 103, MATH 203, PSYC 200, ECON 203, ECON 204 or the equivalent courses at BMC. Students who have placed into MATH 121 or higher should not take this course, but take MATH 203 (Not offered 2017-18)

## HEALTH STUDIES (BI-CO)

### **HLTH H208 DISABILITY AND SUPER-ABILITY ON SCREEN: FROM BIOETHICS TO SOCIAL JUSTICE**

*Carol Schilling*

Social Science (SO)

Focusing on representations in film, this course examines ethical questions emerging from medical and social responses to disabilities and super-abilities and the consequences of those responses for human culture and for individual lives. (Offered Spring 2018)

### **HLTH H223 MENTAL AFFLICTION: THE DISEASE OF THOUGHT**

*Susan Benston*

Humanities (HU)

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. Crosslisted: Health Studies, Independent College Programs. (Not offered 2017-18)

### **HLTH H228 SOCIAL EPIDEMIOLOGY**

*Anne Montgomery*

Social Science (SO)

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. Crosslisted: Health Studies, Independent College Programs. (Offered Fall 2017 and Spring 2018)

### **HLTH H233 COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY**

*Anne Montgomery*

Social Science (SO)

Seminar for students to learn about and engage with community placements within the Philadelphia region.. Students will analyze

community assets and challenges to safeguard and improve their health and well-being. Crosslisted: Health Studies, Independent College Programs; Prerequisite(s): Students will be selected based on instructor evaluation of written applications. (Offered Spring 2018)

### **HLTH H302 BODIES OF INJUSTICE: HEALTH, ILLNESS AND HEALING IN CONTEXTS OF INEQUALITY**

*Carol Schilling*

Social Science (SO)

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. Crosslisted: Health Studies, Independent College Programs. (Offered Fall 2017)

### **HLTH H304 CRITICAL DISABILITY STUDIES: THEORY AND PRACTICE**

*Kristin Lindgren*

Humanities (HU)

An examination of work in critical disability studies across a range of humanistic disciplines and an exploration of how disability theory and engaged community practice inform and shape one another. Includes a semester-long project in partnerships with the Center for Creative Works, a community artspace for artists with intellectual disabilities. Prerequisite(s): Students will be selected based on instructor evaluation of written applications. (Offered Spring 2018)

### **HLTH H305 THE LOGIC AND POLITICS OF GLOBAL HEALTH**

*Anna West*

Social Science (SO)

This course engages critically with changing intervention paradigms in global health from the late colonial period to the present. Topics include colonial and missionary medicine; sanitation and segregation; medicalization of reproduction; eradication campaigns; family planning; labor hierarchies; postcolonial technoscience; medical

## HEALTH STUDIES (BI-CO)

research. Prerequisite(s): HLTH 115 or instructor consent. (Offered Fall 2017)

### **HLTH H317 HUMAN GENETICS AND EUGENICS**

*Philip Meneely*

Natural Science (NA)

An historical survey of the rise of the eugenics movement in the US after the rediscovery of Mendel in 1900, and what it might teach us at a time when our genomes are becoming a routine experimental and diagnostic reagent.

Prerequisite(s): For 10 students, BIOL 301. For 10 students, a 200 level course in health studies, history, religion, ethics, anthropology, or sociology. (Offered Spring 2018)

### **HLTH H398 SENIOR SEMINAR IN HEALTH STUDIES**

*Judith Owen (Fall 2017); Anna West (Spring 2018)*

Required culminating seminar, which integrates the three tracks of the Health Studies minor.

Students share and critically assess their own and fellow students' ongoing work to communicate across disciplines and understand the value and interconnectedness of different disciplinary approaches. Students present and defend their semester-long collaborative projects at the end of the course. Prerequisite(s): HLTH 115; students must be in their senior year and be declared Health Studies minors in good standing. (Offered Fall 2017 and Spring 2018)

### **ANTH H250 MEDICAL ANTHROPOLOGY**

*Staff*

Humanities (HU)

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. (Not offered 2017-18)

### **BIOL H301 ADVANCED GENETIC ANALYSIS**

*Philip Meneely*

Natural Science (NA)

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. Crosslisted: Biology, Health Studies. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H308 IMMUNOLOGY**

*Judith Owen*

Natural Science (NA)

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(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Fall 2017)

### **BIOL H309 MOLECULAR NEUROBIOLOGY**

*Roshan Jain*

Natural Science (NA)

This course will give students the tools to start answering "how/why did I do that?" by exploring the major molecular players and regulators controlling the development, form, function, and flexibility of the nervous system. We will approach neurobiology from an experimental stance, focusing on how the field has come to understand the way genes and molecules can control simple and complex behaviors in model organisms and humans. We will also explore how disrupting these genes, molecules, and processes can lead to neuropsychiatric and neurodegenerative diseases. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H310 MOLECULAR MICROBIOLOGY**

*Jay Lunden*

Natural Science (NA)

A study of prokaryotic biology with emphasis on cell structure, gene organization and expression,

## HEALTH STUDIES (BI-CO)

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. Prerequisite(s): BIOL H200A and B with a grade of 2.0 or above, or instructor consent. (Offered Spring 2018)

### **BIOL H352 CELLULAR IMMUNOLOGY**

*Judith Owen*

Natural Science (NA)

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. Prerequisite(s): BIOLH300A and B with a grade of 2.0 or above or instructor consent. (Not offered 2017-18)

### **CHEM H222 ORGANIC BIOLOGICAL CHEMISTRY**

*Karin Åkerfeldt, Mark Stein*

Natural Science (NA)

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. One lab per week required. One recitation per week required. (Offered Fall 2017)

### **CHEM H357 TOPICS IN BIOORGANIC CHEMISTRY**

*Mark Hilfiker*

Natural Science (NA)

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. Prerequisite(s): CHEM 225 or instructor consent. (Offered Fall 2017)

### **ECON H250 HEALTH ECONOMICS**

*Julie Becher*

Social Science (SO)

This course explores the important issues of health and health care from an economic

perspective. Students will consider the roles and perspectives of individuals, providers, insurers and governments, and how their decisions are shaped by different economic, political and ethical motivations. Prerequisite(s): ECON 104, 105 or 106. (Offered Fall 2017)

### **HIST H223 OLD AGE IN THE MODERN AGE**

*Terry Snyder*

Social Science (SO)

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). (Offered occasionally)

### **PEAC H201 APPLIED ETHICS OF PEACE, JUSTICE AND HUMAN RIGHTS**

*Jill Stauffer*

Humanities (HU)

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. No prerequisites. (Offered Spring 2018)

### **PEAC H231 THINKING DIFFERENTLY: THE POLITICS AND PRACTICES OF NEURODIVERSITY**

*Adam Rosenblatt*

Social Science (SO)

Neurodiversity is a growing area of disability/social justice activism. This course explores evolving understandings of autism, depression, and other forms of neurodivergence in the U.S. and the world, triumphs and

## HEALTH STUDIES (BI-CO)

challenges of advocacy efforts, and design for inclusion. Prerequisite(s): A 100-level course in PJHR, Health Studies, anthropology, or instructor consent. (Offered Spring 2018)

### **PEAC H300 ETHICS OF CARE AND INTERDEPENDENCE: SELF, OTHER, WORLD**

*Adam Rosenblatt*  
Humanities (HU)

An exploration of care and interdependence as complex and often undervalued facets of ethics, labor, and social justice. Includes theoretical, ethnographic, and policy-oriented readings in feminist philosophy, disability studies, critical education studies, public health, and humanitarianism. (Offered Fall 2017)

### **PEAC H307 HUMAN RIGHTS AND THE DEAD**

*Adam Rosenblatt*  
Humanities (HU)

This course explores the material presence of dead bodies as reminders of the effects of violence, objects of mourning, and problems for those who seek to move forward into a new, post-conflict future. It focuses especially on forensic science as a tool for clarifying the fate of victims, prosecuting perpetrators, and identifying remains on behalf of loved ones, and also on the impact of cultural differences in attitudes towards the dead. Students contribute to an ongoing digital scholarship project, "Atlas of the Dead." Prerequisite(s): A 200-level course in PJHR, political science, anthropology, or instructor consent. (Typically offered every year)

### **PSYC H209 ABNORMAL PSYCHOLOGY**

*Elizabeth Gordon*  
Social Science (SO)

A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 100 or instructor consent. (Offered Spring 2018)

### **PSYC H217 BEHAVIORAL NEUROSCIENCE**

*Mary Ellen Kelly*  
Natural Science (NA)

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. Crosslisted: Psychology, Biology; Prerequisite(s): Any one of the following or instructor consent: PSYC 100, PSYC B105, BIOL H123, BIOL H124, BIOL H128, BIOL H129, Psychology AP Score 4. (Offered Fall 2017)

### **PSYC H242 CULTURAL PSYCHOLOGY**

*Shu-wen Wang*  
Social Science (SO)

An examination of cultural variation in psychological processes, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Fall 2017)

### **PSYC H245 HEALTH PSYCHOLOGY**

*Thomas Wadden*  
Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Fall 2017)

### **PSYC H318 NEUROBIOLOGY OF DISEASE**

*Mary Ellen Kelly*  
Natural Science (NA)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 217, 260, or Bryn Mawr PSYC 218, or instructor consent. (Typically offered every year)

### **PSYC H327 OBESITY: PSYCHOLOGY, PHYSIOLOGY, AND HEALTH**

*Thomas Wadden*  
Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC

## HEALTH STUDIES (BI-CO)

H100 or PSYC B105 or Psychology AP Score 4, and one topical 200-level Psychology course (i.e., not PSYC H200, B205), or instructor consent. (Offered Spring 2018)

### **PSYC H337 STRESS AND COPING**

*Shu-wen Wang*

Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4, and one topical 200-level Psychology course (i.e., not PSYC H200, B205), or instructor consent. (Offered Fall 2017)

### **PSYC H349 ANXIETY DISORDERS AND THEIR TREATMENT**

*Elizabeth Gordon*

Social Science (SO)

This seminar examines in depth 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(s): PSYC 209 (Abnormal Psychology) or instructor consent. (Offered Fall 2017)

### **WRPR H118 PORTRAITS OF DISABILITY AND DIFFERENCE**

*Kristin Lindgren*

Rosemarie Garland-Thomson writes that “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 and aesthetic views of embodiment, disability, and difference? Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H176 ARE YOU WHAT YOU EAT? EATING AND IDENTITY**

*Elizabeth Blake*

Investigates the complex relationship between food and identity; engages food practices that can unite families, consolidate ethnic identity, reinforce class boundaries, and express gender; asks whether food can assert contemporaneity or materialize nostalgia for an idealized agrarian past. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H188 EPIDEMICS AND SOCIETY**

*Eli Anders*

An examination of the ways epidemics are shaped by society, culture, and popular representation, using historical sources to explore the politics of disease narratives and how class, race, and identity influence responses to epidemics. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H189 HEALTH AND THE CITY**

*Eli Anders*

An examination of cities as sites of public health concern and intervention in modern history. European and American historical sources will illuminate how health concerns have shaped the meanings, experiences, and responses to disparate urban spaces and populations. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

# HEBREW AND JUDAIC STUDIES (BRYN MAWR)

brynmawr.edu/hebrew

Modern Hebrew language instruction is available at Bryn Mawr through the elementary level. Students may take Intermediate Modern Hebrew at the University of Pennsylvania. At Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

## FACULTY

### **Grace Armstrong**

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

### **Nechama Sataty**

Visiting Assistant Professor

## COURSES

### **HEBR B001 Elementary Hebrew**

*Nechama Sataty*

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. (Offered Fall 2017)

### **HEBR B002 Elementary Hebrew**

*Nechama Sataty*

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. (Offered Spring 2018)

### **HEBR B403 Supervised Work**

*Staff*

(Offered Fall 2017)

# HISTORY

[haverford.edu/history](http://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.

## LEARNING GOALS

In history courses students:

- master a foundation of knowledge about specific places and societies over time.
- think critically about the nature and production of historical knowledge.
- broaden and master research skills.
- learn disciplinary writing skills using evidence and crafting persuasive arguments.

## HISTORY

### CURRICULUM

History courses foster analysis and interpretation of the past and emphasize the development of cultures and ideas over the accumulation of facts. Courses offer students opportunities to pursue creative studies and develop their critical reading and writing skills.

### MAJOR REQUIREMENTS

To complete the history major, students must take eleven courses distributed across the history curriculum.

Students take any two 100-level courses, which introduce both historical materials and the skills we expect in the major.

They then take seven 200- and 300-level courses, of which at least two must be 300-level seminars. Students should take at least one of their 300-level seminars by the second semester of the junior year. Students select courses from different fields of concentration, e.g., European history, U.S. history, East Asian history, Latin American history, history of science and medicine. Students can also design a field based on courses offered at Haverford, Bryn Mawr, and Swarthmore. Students who study overseas often take advantage of courses abroad to enrich their major. All majors must complete three geographic, temporal or thematic fields by taking two courses (above the 100 level) within a field to complete that field requirement.

Over the course of their senior year, all history majors write a year-long, i.e., two-semester, senior thesis, as described below. During the fall they complete their research in the thesis seminar. In the spring they work one-on-one with their faculty advisors to write and revise their theses.

### SENIOR PROJECT

The senior thesis in the Department of History is a year-long, two-credit research project on a topic the student chooses to investigate. In completing a thesis, history students conduct original research and craft an extended argument. The senior thesis project occurs in three steps.

#### Preliminary Work:

In the spring semester of their junior year, history majors work with faculty mentors to compose an initial thesis proposal that articulates a specific

research question. In light of faculty feedback, students often spend the summer before their senior year doing initial archival research and mastering the relevant historical literature.

#### Research and Analysis:

In the fall semester of their senior year, students enroll in HIST 400A, a weekly seminar that gives students an opportunity to identify, survey, and analyze the sources they will use in their thesis and to review the relevant scholarship. In this seminar students complete a series of assignments that help them conceptualize, research, and begin drafting their thesis. Assignments include: a revised thesis proposal, analysis of a primary source related to their thesis, critical review of the scholarly literature relevant to their topic, and a thesis prospectus that defines their thesis topic, describes their evidence, and outlines their argument.

#### Writing:

In the spring semester students enroll in HIST 400B, a supervised research and writing seminar that builds on the work they completed in fall semester. Working under the guidance of faculty advisors, students draft and revise their theses, submitting sections throughout the semester. Once they have drafted the different sections, they revise the entire thesis and submit a polished final draft. A history thesis is typically around 60 pages. After handing in the final version, students present their theses in an oral defense to their faculty advisors.

### Senior Project Learning Goals

As a capstone experience, the senior thesis in history hopes to achieve complementary goals:

#### Research:

- Conceptualize a research question.
- Make a historical argument.
- Identify and master relevant scholarship.
- Locate and analyze primary source materials.

#### Writing:

- Develop a cogent argument.
- Use evidence to support the argument
- Write clearly and compellingly.
- Adhere to professional standards for style, citations, and formatting.

## HISTORY

Oral Defense:

- Present a concise version of the thesis's argument.
- Respond to questions about the thesis's structure, evidence, or conclusions.
- Explain the argument's importance or relevance.
- Speak fluidly and authoritatively about the thesis.

### Senior Project Assessment

A student's faculty advisors collectively assess the thesis project (written and oral components) on the following criteria:

- **Conceptualization of Research Question and Historical Argument:** students acknowledge and explore the full implications of an innovative thesis question.
- **Familiarity with and Understanding of Primary Texts:** students engage primary sources to answer their research question and display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.
- **Engagement with Secondary Literature:** students demonstrate mastery of scholarly literature that pertains to their thesis topic by synthesis of and contribution to the scholarly conversation.
- **Methodological and Theoretical Approach:** students ground their theses in current knowledge about their historical period, demonstrating a thorough understanding of relevant methodological and theoretical issues.
- **Quality of Argument:** students construct a well reasoned, well structured, and clearly expressed argument.
- **Clarity of Writing:** writing is consistently engaging, clear, well organized, and enjoyable to read.
- **Oral Presentation:** at the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions. Student demonstrates capacity to connect thesis project to prior coursework in history and related disciplines.

A style guide, along with suggestions for defining a thesis topic, is available on the departmental web page.

## REQUIREMENTS FOR HONORS

Honors in history will be granted to those senior majors who, in the department's judgment, have combined excellent performance in history courses with an excellent overall record. Typically, a grade of 3.7 or higher in a history course reflects honor-quality work.

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

History students often combine their study of the past with various complementary subjects, such as East Asian Studies, Latin American Studies, religion, or art history. Students have also found generative links between their study of history and interdisciplinary areas, including Environmental Studies, Museum Studies, and the Growth and Structure of Cities.

## STUDY ABROAD

History students are encouraged to study abroad. In addition to acquiring fluency in a foreign language, students abroad benefit from exposure to other historical approaches and the proximity to rich archival resources. The history major is designed to facilitate such study abroad.

## FACULTY

**Andrew Friedman**  
Associate Professor

**Linda Gerstein**  
Professor

**Lisa Graham**  
Frank A. Kafker Associate Professor

**Darin Hayton**  
Chair & Associate Professor

**Alexander Kitroeff** (*on leave 2017-2018*)  
Associate Professor

**James Krippner**  
Professor

**Emma Lapsansky**  
Emeritus Professor of History; Emeritus Curator of the Quaker Collection

**Bethel Saler**  
Associate Professor

## HISTORY

### **Paul Smith**

John R. Coleman Professor of Social Sciences

### **Terry Snyder**

Visiting Associate Professor and Librarian of the College

## **COURSES**

### **HIST H111A INTRODUCTION TO WESTERN CIVILIZATION**

*Lisa Graham*

Social Science (SO)

The fall-semester course is a survey of Western Civilization from the fall of Rome to the sixteenth century. It focuses on the institutional and intellectual dimensions of the western tradition, by closely interrogating both primary sources and secondary accounts. The second semester of this course (which may be taken independent of the first semester) picks up at the beginning of the sixteenth century and goes to the present. It explores the development of the modern European world. (Offered Fall 2017)

### **HIST H111B INTRODUCTION TO WESTERN CIVILIZATION**

*Linda Gerstein*

Social Science (SO)

This course (which may be taken independent of the first semester) picks up at the beginning of the sixteenth century and goes to the present. It explores the development of the modern European world. (Offered Spring 2018)

### **HIST H114 ORIGINS OF THE GLOBAL SOUTH**

*James Krippner*

Social Science (SO)

This course analyzes the first phase of globalization in world history, a complex historical process rooted in the ancient and medieval worlds, initiated and consolidated from the mid-fifteenth through the seventeenth centuries, and redefined over the course of the eighteenth century as the “early modern” era drew to a close. During the first half of the semester, we will examine Asia, Africa and the Americas prior to the emergence of Iberian (Portuguese and Spanish) colonialism. In the second half of the semester we will assess the increasingly interconnected world negotiated in the centuries after 1492, a useful though controversial date signifying the start of sustained European overseas expansionism and the construction of a world linked in unprecedented

ways. The course concludes with an investigation into the Haitian Revolution (1791-1804), the first successful anti-colonial revolution in world history and one of several late-eighteenth century popular rebellions signaling the dawn of modernity. (Offered Fall 2017)

### **HIST H115 POSTCARDS FROM THE ATLANTIC WORLD**

*Bethel Saler*

Social Science (SO)

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. (Offered Fall 2017)

### **HIST H117 MODERN MEDITERRANEAN HISTORY**

*Alexander Kitroeff*

Social Science (SO)

This course studies the Mediterranean region in the twentieth century and the ways its countries and peoples experienced the transition to modernity by focusing on: the collapse of the Ottoman Empire; Italian fascism & colonial policies; the Spanish civil war; WWII German occupation & local resistance; the Cold War; the Algerian revolution; Egypt from Nasser to the Muslim Brotherhood; Southern European student and women’s movements in the 1960s & 1970s. (Typically offered every other spring)

### **HIST H118 INTRODUCTION TO THE HISTORY OF SCIENCE**

*Darin Hayton*

Social Science (SO)

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. (Typically offered every year)

### **HIST H119 INTERNATIONAL HISTORY OF THE UNITED STATES**

*Andrew Friedman*

## HISTORY

### Social Science (SO)

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, postcolonialism 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. (Offered Spring 2018)

### **HIST H120 CONFUCIANIZING CHINA: INDIVIDUAL, SOCIETY, AND THE STATE**

*Paul Smith*

#### Social Science (SO)

A survey of the philosophical foundations and political and social dissemination of Confucianism from its founding through the 21st century. Particular emphasis is placed on how Confucianism shaped normative relationships between men and women and the individual, society, and the state; and on the revolutionary rejection and dramatic revival of Confucianism under the PRC. Crosslisted: History, East Asian Languages & Cultures (Offered Spring 2018)

### **HIST H200 MAJOR SEMINAR: APPROACHES TO THE STUDY OF EAST ASIAN CULTURES**

*Paul Smith*

#### Social Science (SO)

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, 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. Crosslisted: East Asian Languages & Cultures, History (Offered Spring 2018)

### **HIST H208 COLONIAL LATIN AMERICA**

*James Krippner*

#### Social Science (SO)

Are you interested in understanding Latin America? If so, you must understand the colonial era. Spanish and Portuguese rule of the region lasted more than three centuries—in most countries from 1492 until the early 1820s, and in Cuba and Puerto Rico until 1898—and the legacies of colonial rule have conditioned social relations, economic life, culture, and political conflict up until the present. This course will provide a thorough and regionally varied introduction to the multi-faceted history of colonial Latin America, beginning with an introduction to the indigenous civilizations existing prior to Iberian expansion and ending with popular upheavals that marked the end of the eighteenth century. (Typically offered every other year)

### **HIST H209 MODERN LATIN AMERICA**

*James Krippner*

#### Social Science (SO)

(Offered Spring 2018)

### **HIST H215 SPORT AND SOCIETY**

*Alexander Kitroeff*

#### Social Science (SO)

This course examines the interrelationship of sport and society from a historical perspective and on a global scale, from the late C19th to the early C21st with a focus on the Olympics and the World Cup. It is divided into three segments. The first consists of a history of modern sport focused thematically on key issues that have shaped the interrelationship of sport & society. The second segment introduces students to the history & historiography of the modern Olympics and the World Cup. In the third segment we will discuss the use of primary materials in the study of sports and then students will select their own Olympic Games-related topic on which they will make an in-class presentation and write a research-based paper. Prerequisite(s): One social science introductory course, or instructor consent. (Not offered 2017-18)

### **HIST H223 OLD AGE IN THE MODERN AGE**

*Terry Snyder*

#### Social Science (SO)

This course provides a survey on the history of aging in the United States from the seventeenth through the twentieth century. The class will

## HISTORY

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). (Offered occasionally)

### **HIST H225 EUROPE: 1870-1914**

*Linda Gerstein*

Social Science (SO)

Topics included are Marxism, The Dreyfus Affair, Imperialism, Sexual Anxiety, and Art Nouveau. (Not offered 2017-18)

### **HIST H226 TWENTIETH CENTURY EUROPE**

*Linda Gerstein*

Social Science (SO)

The emergence of the culture of Modernism; revolutionary dreams and Stalinist nightmares in Russia; Fascism; 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. (Offered Spring 2018)

### **HIST H228 THE FRENCH REVOLUTION**

*Lisa Graham*

Social Science (SO)

Most historians identify the French revolution of 1789 with the birth of the modern world. The French captured international attention when they tore down the Old Regime and struggled to establish a democratic society based on Enlightenment principles of liberty and equality. The problems confronted by revolutionary leaders continue to haunt us around the world today. This course examines the origins, evolution, and impact of the French Revolution with special emphasis on the historiographical debates that have surrounded the revolution since its inception. (Offered Spring 2018)

### **HIST H237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE**

*Darin Hayton*

Social Science (SO)

Rather than dismiss witchcraft and the occult sciences as irrational beliefs, this course investigates them within the context of early modern Europe to understand them as rational practices. How did people defend magic and what evidence did they invoke? Why did people accuse each other of practicing witchcraft? How were arguments for and against occult practices related to religious, political, and geographic contexts? What role did ideas about gender and social roles play in ideas about witches, necromancers, and sorcerers? Equally important for this class: If we no longer accept these practices as valid, why do we still care today? (Typically offered every other year)

### **HIST H240 HISTORY AND PRINCIPLES OF QUAKERISM**

*Emma Lapsansky*

Social Science (SO)

The development of Quakerism and its relationship to other religious movements and to political and social life, especially in America. The roots of the Society of Friends in 17th-century Britain, and the expansion of Quaker influences among Third World populations, particularly the Native American, Hispanic, east African, and Asian populations. Crosslisted: Religion, History (Offered Spring 2018)

### **HIST H244 RUSSIA FROM 1800-1917**

*Linda Gerstein*

Social Science (SO)

Topics considered include the culture of serfdom, Westernization, reforms, modernization, national identities, and Revolution. Crosslisted: History, Russian (Typically offered every other year)

### **HIST H245 RUSSIA IN THE 20TH CENTURY**

*Linda Gerstein*

Social Sciences (SO)

Continuity and change in Russian and Soviet society since the 1890s. Major topics: the revolutionary period, the cultural ferment of the 1920s, Stalinism, the Thaw, the culture of dissent, and the collapse of the system. (Offered Fall 2017)

## HISTORY

### **HIST H257 THE SCIENTIFIC REVOLUTION**

*Darin Hayton*

Social Science (SO)

The revolution in the sciences that occurred between 1500 and 1750 completely reshaped our understanding of the natural world and our place in it. Simultaneously, the methods used to interrogate that natural world changed dramatically. This course explores these transformations. Prerequisite(s): Sophomore standing or instructor consent. (Offered Spring 2018)

### **HIST H258 PLAGUES, DISEASES, AND EPIDEMICS IN HISTORY**

*Darin Hayton*

Social Science (SO)

Virulent and terrifying epidemics are a recurring problem throughout history. This course examines the theories and strategies that people developed to explain the advent and spread of individual plagues and epidemics. The outbreaks of the Black Death, the French Disease (syphilis), typhoid and scarlet fevers, and most recently AIDS provide opportunities to examine how societies understand and categorize diseases. (Offered Fall 2017)

### **HIST H264 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES**

*Terry Snyder*

Social Science (SO)

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. Crosslisted: Anthropology, History (Offered Fall 2017)

### **HIST H268 WAR AND MILITARY CULTURE IN CHINA**

*Paul Smith*

Social Science (SO)

This course surveys the role of war and the tension between civil and martial values in Chinese history, the place of China's military arts and sciences in global history, and literary and biographical representations of China's experience of war. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s):

Sophomore standing or above, or instructor consent. (Typically offered every three years)

### **HIST H273 EAST ASIA'S GLOBAL WARS: OPIUM WAR TO VIETNAM**

*Paul Smith*

Social Science (SO)

This course explores the violent century spanning the Opium War (1839-1842); Japan's wars with Korea, Russia, and China (1894-1930s); America's entanglement with China and Japan in WW II; and the continued East Asian wars in Korea (1950-1953) and Vietnam (1945-1975). Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing or above, or instructor consent. (Offered Fall 2017)

### **HIST H279 U.S. HISTORY, 1973-PRESENT**

*Andrew Friedman*

Social Science (SO)

Scholars across fields date a crucial set of historical and cultural changes in American and global history to the year 1973. This course offers a survey of these transformations, from 1973 to the present time. Prerequisite(s): At least one 100-level course in the humanities or social sciences, or instructor consent. (Offered Spring 2018)

### **HIST H317 TOPICS IN LATIN AMERICAN HISTORY: VISIONS OF MEXICO**

*James Krippner*

Social Science (SO)

This course investigates representations of Mexico and "Mexicanidad" (Mexicanness, or Mexican identity), from the 19th century emergence of modern Mexico through the twenty first century present. Our approach will be situated at the intersection of the history of images, visual culture studies and social history. We shall analyze photography, film, art, and literature, in order to understand the emergence of modern Mexico as well as various historically situated representations of "Mexicanidad." Though focused on the history of Mexico, the course will conclude with a discussion of literary and visual representations of Mexican migrants to the United States. The course will introduce you to several examples of superb recent scholarship using visual culture to analyze Mexican history. However, the primary goal is to provide you the space and guidance you need to pursue your own research interests. (Typically offered every other year)

## HISTORY

### **HIST H347 TOPICS IN EAST ASIAN HISTORY: QUAKERS IN EAST ASIA**

*Paul Smith*

Social Science (SO)

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's 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. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above, or instructor consent. (Offered Fall 2017)

### **HIST H350 INSANITY**

*Darin Hayton*

Social Science (SO)

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." (Offered Fall 2017)

### **HIST H356 TOPICS IN EUROPEAN HISTORY: EUROPEAN MODERNISM, 1913-1937**

*Linda Gerstein*

Social Science (SO)

The crisis of Modernism: literature, art, film, music after the shock of World War I and the Russian Revolution, and the suppression of Modernism by 1937 in Nazi Germany and Stalinist Russia. (Offered Fall 2017)

### **HIST H357 TOPICS IN EUROPEAN HISTORY: NATIONALISM AND MIGRATION**

*Alexander Kitroeff*

Social Science (SO)

This course examines the ideas of the nation and citizenship in France, Germany, Greece and Italy from 1789 to the present. It covers the history of nationalism chronologically, on the two categories of "civic" (or political) and "cultural" (or ethnic) nationalism so important in understanding the way nations define themselves as who are its citizens. It tests the civic / cultural

concept of nationalism by looking at how those countries treated the challenge posed by the post-WWII arrival of immigrant communities: Algerians in France, Turks in Germany, Albanians in Greece. (Typically offered every other year)

### **HIST H358 TOPICS IN ENLIGHTENMENT HISTORY: THE SELF BEFORE THE SELFIE**

*Lisa Graham*

Social Science (SO)

This course explores the field of Enlightenment History in the European and Atlantic worlds. Topics will rotate to reflect current debates. The seminar reflects the interdisciplinary nature of the field through readings in primary sources, historical scholarship, and theoretical texts. (Offered Spring 2018)

### **HIST H400 SENIOR THESIS SEMINAR**

*Lisa Graham*

Social Science (SO)

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. (Offered Fall 2017)

# HISTORY OF ART (BRYN MAWR)

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 advisor. 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 advisor, 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.

## 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 advisor.

## REQUIREMENTS FOR 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.

## FACULTY

**David Cast**  
Professor

**Matthew Feliz**  
Lecturer

**Christiane Hertel**  
Katharine E. McBride Professor

**Sylvia Houghteling**  
Assistant Professor

**Homay King**  
Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities

**Steven Levine** (*on leave Spring 2018*)  
Professor of History of Art and the Leslie Clark Professor in the Humanities

**Lisa Saltzman**  
Chair and Professor of History of Art and the Andrew W. Mellon Foundation Chair in the Humanities

**Jie Shi**  
Assistant Professor

**Alicia Walker**  
Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Arts and Director of the Middle Eastern Studies Program

## COURSES

**HART B102 CRITICAL APPROACHES TO VISUAL REPRESENTATION: NATURALISM AND THE SUPERNATURAL IN SOUTH ASIAN ART**  
*Sylvia Houghteling*

## HISTORY OF ART (BRYN MAWR)

This course examines the coexistence of aniconic, figural and supernatural representations of gods, plants, humans and animals in the Hindu, Buddhist, Jain and Islamic artistic traditions of India. It will trace both the development of naturalistic representations, as well as departures and embellishments on naturalism in the painting, sculpture, architecture, metalwork and textiles of South Asia. In this course, we will study the central tenets of South Asian religious traditions and will read and listen to the epic narratives, Sufi poetry and classical Indian music that influenced so much of South Asia's visual culture. With this foundation, the course will consider the spiritual, social, political and creative motivations that led artists to choose naturalistic or supernatural forms of representation, reaffirming that the anti- and super-naturalistic elements of South Asian art rarely resulted from a lack of skill but from the conscious choice of the artist. In writing assignments, students will be challenged to find words to describe the myriad representational strategies that South Asian artists have used over time to depict their own world, but also to render other realms. This writing intensive (WI) course will therefore emphasize the importance of using of precise and creative language in art historical visual analysis. (Offered Spring 2018)

### **HART B104 CRITICAL APPROACHES TO VISUAL REPRESENTATION: THE CLASSICAL TRADITION**

*David Cast*

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. (Offered Fall 2017)

### **HART B107 CRITICAL APPROACHES TO VISUAL REPRESENTATION: SELF AND OTHER IN THE ARTS OF FRANCE**

*Staff*

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. (Not offered 2017-2018)

### **HART B108 CRITICAL APPROACHES TO VISUAL REPRESENTATION: WOMEN, FEMINISM, AND HISTORY OF ART**

*Lisa Saltzman*

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. (Offered Spring 2018)

### **HART B110 CRITICAL APPROACHES TO VISUAL REPRESENTATION: IDENTIFICATION IN THE CINEMA**

*Homay King*

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. (Offered Spring 2018)

### **HART B211 TOPICS IN MEDIEVAL ART HISTORY**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **HART B212 MEDIEVAL ART & ARCHITECTURE**

*Staff*

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

## HISTORY OF ART (BRYN MAWR)

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. (Not offered 2017-2018)

### **HART B217 INTRODUCTION TO MEDIEVAL ISLAMIC ART AND ARCHITECTURE**

*Alicia Walker*

This course traces the development of Islamic art and architecture beginning with the emergence of Islam in the early seventh century and ending with the Mongol invasion and the fall of the Abbasid Empire in the mid-thirteenth century. Special attention is paid to issues of particular importance to medieval Islamic art, including aniconism (the rejection of figural imagery in artistic production), the role of script as an expressive art form, and the relationship of early Islamic art to the artistic traditions of other late antique and medieval cultures. Prerequisites: At least one course in History of Art at the 100 or 200 level, or a course in Middle Eastern Studies at the 100 or 200 level is recommended but not required. (Offered Spring 2018)

### **HART B226 PERSPECTIVES ON AFRICAN ART**

*Kwame Labi*

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings. (Offered Fall 2017)

### **HART B230 RENAISSANCE ART**

*David Cast*

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. (Offered Spring 2018)

### **HART B240 THE GLOBAL BAROQUE**

*Sylvia Houghteling*

“The Global Baroque” examines the Baroque style both within and beyond Europe, moving from Italy, France, Spain and Flanders to seventeenth-century India, Iran, Japan and China, the New World, the Ottoman Empire and the Kingdom of Kongo. We will study the role of Baroque art in early modern politics, religious missions and global trade; the emergence of princely collections of wonders and cartography; the flourishing of new and wondrous art materials; and the changing role of the artist and artisan in this period. We will consider the Baroque as an invitation for emotional engagement, as a style of power that was complicit in the violence of European colonialism, and as a tool of cultural reclamation used by artists across the world. As a class, we will work to construct an art history of “The Global Baroque” that also attends to the complex specificities of time and place. (Offered Fall 2017)

### **HART B250 NINETEENTH-CENTURY ART IN FRANCE**

*Staff*

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. (Not offered 2017-2018)

### **HART B253 SURVEY OF WESTERN ARCHITECTURE**

*Staff*

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. (Not offered 2017-2018)

### **HART B260 MODERN ART**

*Matthew Feliz*

This course will trace the history of modern art, from its origins to its ends. (Offered Spring 2018)

### **HART B272 SINCE 1960: CONTEMPORARY ART AND THEORY**

*Staff*

Lectures and readings will examine major movements in contemporary art, including Pop Art, Minimalism, Conceptualism, Performance,

## HISTORY OF ART (BRYN MAWR)

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. (Not offered 2017-2018)

### **HART B274 HISTORY OF CHINESE ART**

*Jie Shi*

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions. (Offered Fall 2017)

### **HART B277 TOPICS: HISTORY OF PHOTOGRAPHY**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **HART B279 EXHIBITING AFRICA: ART, ARTIFACT AND NEW ARTICULATIONS**

*Staff*

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions—has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities. (Not offered 2017-2018)

### **HART B281 MUSEUM STUDIES: HISTORY, THEORY, PRACTICE**

*Matthew Feliz*

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture

and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the “new museology.” (Offered Fall 2017)

### **HART B299 HISTORY OF NARRATIVE CINEMA, 1945 TO THE PRESENT**

*Homay King*

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. (Offered Fall 2017)

### **HART B300 THE CURATOR IN THE MUSEUM**

*Staff*

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 2017-2018)

### **HART B301 TOPICS IN EXHIBITION STRATEGIES**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **HART B306 FILM THEORY**

*Staff*

## HISTORY OF ART (BRYN MAWR)

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). (Not offered 2017-2018)

### HART B311 TOPICS IN MEDIEVAL ART

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### HART B316 MUSEUM STUDIES FIELDWORK SEMINAR

*Staff*

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved. (Not offered 2017-2018)

### HART B318 CULTURAL PROPERTY AND MUSEUMS

*Staff*

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural

heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries. (Not offered 2017-2018)

### HART B323 TOPICS IN RENAISSANCE AND BAROQUE ART

*David Cast*

This is a topics course. Course content varies. Current topic description: This seminar is concerned with the history and idea of fresco painting in Italy, both as a matter of technique and as instances of explicitly political art. The materials for research can come also from other moments and places, from the WPA program in the United States, from Mexico to the Catholic and Unionist walls in Northern Ireland and beyond. (Offered Spring 2018)

### HART B325 CARE AND CONSERVATION OF CONTEMPORARY ART

*Marianne Weldon*

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful. (Offered Fall 2017)

### HART B334 TOPICS IN FILM STUDIES

*Homay King*

This is a topics course. Course content varies. Current topic description: D. N. Rodowick argued that the digital arts “are the most radical instance yet of an old Cartesian dream: the best representations are the most immaterial ones because they seem to free the mind from the body and the world of substance.” In this seminar, we will explore digital images in relation to cinema, photography, and other media. We will examine the fate of materiality, the body, and duration in 21st c. media, and consider whether the digital marks a significant break from the analog. (Offered Spring 2018)

### HART B340 TOPICS IN BAROQUE ART

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

## HISTORY OF ART (BRYN MAWR)

### **HART B345 TOPICS IN MATERIAL CULTURE**

*Sylvia Houghteling*

This is a topics course. Course content varies. Current topic description: This seminar will explore the myriad textile traditions of Asia. Through close study of woven objects in the Bryn Mawr Special Collections and visits to the Penn Museum and the Philadelphia Museum of Art, this course will trace the history of the interconnected textile traditions of Eastern and Western Asia, from Chinese and Indonesian textile traditions to the weavings of Iran and Turkey. We will consider interdisciplinary approaches to textiles and the ways that textiles are catalogued and exhibited in museum spaces. As an advanced art history seminar, we will discuss how to write art historical essays that animate non-figural textiles and how to conduct research on decorative arts and material culture. (Offered Fall 2017)

### **HART B350 TOPICS IN MODERN ART**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **HART B355 TOPICS IN THE HISTORY OF LONDON**

*Staff*

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. (Not offered 2017-2018)

### **HART B370 TOPICS IN CHINESE ART**

*Jie Shi*

This is a topics course. Course content varies. Focusing on the east part of the Silk Road that connected Greece, Iran, India and Central Asia with China from antiquity to the medieval period, this course surveys a variety of artworks and visual materials not only in formal and iconographic terms but also from social, political, and religious perspectives. (Offered Fall 2017)

### **HART B373 CONTEMPORARY ART IN EXHIBITION: MUSEUMS AND BEYOND**

*Carrie Robbins*

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. (Offered Fall 2017)

### **HART B374 TOPICS: EXHIBITION SEMINAR**

*Staff*

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. (Not offered 2017-2018)

### **HART B380 TOPICS IN CONTEMPORARY ART**

*Lisa Saltzman*

This is a topics course. Course content varies. Current topic description: This course, a special Flexner seminar, was inspired by a consideration of the work of our Fall 2017 Flexner lecturer, Bonnie Honig, and will explore the aesthetics and ethics of memory in contemporary art. (Offered Fall 2017)

### **HART B398 SENIOR CONFERENCE I**

*Lisa Saltzman, Sylvia Houghteling*

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors. (Offered Fall 2017)

### **HART B399 SENIOR CONFERENCE II**

*David Cast, Lisa Saltzman*

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. (Offered Spring 2018)

### **HART B403 SUPERVISED WORK**

*Staff*

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the

### **HISTORY OF ART (BRYN MAWR)**

proposed research. Consent of the supervising faculty member and of the major advisor is required. (Offered Fall 2017 and Spring 2018)

### **HART B425 PRAXIS III**

*Staff*

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region. (Not offered 2017-2018)

# INDEPENDENT COLLEGE PROGRAMS

haverford.edu/icpr

Independent College Programs (ICPR) supports courses that expand and enhance the curricular opportunities at Haverford College.

These courses, offered by visiting professors and members of the various departments of the College, are in different ways outside the major programs of the departments. They may be introductory in approach, or they may be interdisciplinary, bringing the insights and techniques of one discipline to bear on the problems important to another. They attempt to introduce students to intellectual experiences that are different from the ones available in our departmental curricula, although in recent years the Independent College Programs (ICPR) has served as something of an incubator for new interests and themes in the curriculum, such as health studies, visual studies, and environmental studies.

The courses have no prerequisites, except where explicitly stated.

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Some of the faculty affiliated with ICPR teach courses that count towards various concentrations and interdisciplinary minors. Students should read more about the role these play in the curriculum under the Catalog descriptions for the individual programs in question.

## FACULTY

**Susan Benston**  
Visiting Assistant Professor

**Thomas Donahue**  
Visiting Assistant Professor

**Rafter Ferguson**  
Visiting Assistant Professor

**Victoria Funari**  
Hurford Center for the Arts and Humanities (HCAH) Visual Media Scholar

**Linda Gerstein**  
Chair and Professor

**Neal Grabell**  
Visiting Professor

**Eric Hartmann**  
Visiting Assistant Professor

**Christina Knight**  
Assistant Professor

**Anne Montgomery**  
Visiting Assistant Professor

**John Muse**  
Hurford Center for the Arts and Humanities (HCAH) Visual Media Scholar

**Carol Schilling**  
Visiting Professor

**Aniko Szucs**  
Mellon Post-Doctoral Fellow in the Hurford Center for the Arts and Humanities (HCAH) and Visiting Assistant Professor of Comparative Literature

**David Watt**  
Douglas and Dorothy Steere Professor of Quaker Studies

## COURSES

### ICPR H101 INTRODUCTION TO AFRICAN AND AFRICANA STUDIES

*Zolani Ngwane*

Social Science (SO)

An interdisciplinary introduction to Africana Studies, emphasizing change and response among African peoples in Africa and outside. Crosslisted: Independent College Programs, Africana Studies (Not offered 2017-18)

### ICPR H115 INTRODUCTION TO HEALTH STUDIES

*Anna West, Anne Montgomery*

Social Science (SO)

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

## INDEPENDENT COLLEGE PROGRAMS

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. Crosslisted: Independent College Programs, Health Studies (Offered Spring 2018)

### **ICPR H120 INTRODUCTION TO HEALTH STATISTICS**

*Staff*

Social Science (SO), Quantitative (QU)

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; Prerequisite(s): Not open to students who have taken MATH 103, MATH 203, PSYC 200, ECON 203, ECON 204 or the equivalent courses at BMC. Students who have placed into MATH 121 or higher should not take this course, but take MATH 203 (Not offered 2017-18)

### **ICPR H206 INTRODUCTION TO PERMACULTURE**

*Rafter Ferguson*

Social Science (SO)

An introduction to permaculture, a design system aimed at meeting human needs while increasing ecosystem health, with attention to ethics, principles, design process, and techniques for application across a wide range of contexts. Crosslisted: Environmental Studies, Independent College Programs; Prerequisite(s): Sophomore standing (at time taking course), or instructor consent. (Offered Fall 2017)

### **ICPR H209 FILM ON PHOTOGRAPHY: THEORY AND PRACTICE**

*John Muse*

Humanities (HU)

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 (Not offered 2017-18)

### **ICPR H228 SOCIAL EPIDEMIOLOGY**

*Anne Montgomery*

Social Science (SO)

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. Crosslisted: Health Studies, Independent College Programs (Offered Fall 2017 and Spring 2018)

### **ICPR H233 COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY**

*Anne Montgomery*

Social Science (SO)

Seminar for students to learn about and engage with community placements within the Philadelphia region. Students will analyze community assets and challenges to safeguard and improve their health and well-being. Crosslisted: Health Studies, Independent College Programs; Prerequisite(s): Students will be selected based on instructor evaluation of written applications. (Offered Spring 2018)

### **ICPR H234 REENACTMENT AND CONTEMPORARY ART: PERFORMANCE, RESEARCH, THEORY**

*John Muse*

Humanities (HU)

An exploration of reenactment both as an increasingly prevalent mode of production contemporary art, from performance art to photography and film, and as a technique of research. On your feet performance techniques will be studied through workshops and assignments as will the history and theory of reenactment. (Not offered 2017-18)

### **ICPR H246 MANAGEMENT AND LEADERSHIP**

*Neal Grabell*

Social Science (SO)

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. (Offered Fall 2017)

## INDEPENDENT COLLEGE PROGRAMS

### **ICPR H247 FINANCIAL AND MANAGERIAL ACCOUNTING**

*Neal Grabell*

Social Science (SO)

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. Crosslisted: Economics, Independent College Programs (Offered Fall 2017)

### **ICPR H255 TAKING RELIGION SERIOUSLY: QUAKERISM AS A TEST CASE**

*David Watt*

Humanities (HU)

An examination of the Quaker religion. Special attention will be paid to a set of questions related to scholars' determination to "take religion seriously." Prerequisite(s): Sophomore standing or instructor consent. (Offered Fall 2017)

### **ICPR H258 AMERICAN QUEEN: DRAG IN CONTEMPORARY ART AND PERFORMANCE**

*Christina Knight*

Humanities (HU)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Crosslisted: Independent College Programs, Visual Studies; Prerequisite(s): An intro course in Gen/Sex or instructor consent. (Offered Fall 2017)

### **ICPR H263 CARBON FARMING**

*Rafter Ferguson*

Social Science (SO)

An exploration of the range of carbon-sequestering agriculture practices and their potential to provide solutions to a range of social and environmental problems from climate justice to land degradation. Crosslisted: Environmental Studies, Independent College Programs Prerequisite(s): One course in environmental studies or one course in natural science or instructor consent. (Offered Spring 2018)

### **ICPR H268 ARTISTS UNDER THE POLICING GAZE OF THE STATE: POLITICS, HISTORY, AND PERFORMANCE**

*Aniko Szucs*

Humanities (HU)

An investigation of what permanent surveillance meant and means today for society at large and for individual artists living under its pressure, through interdisciplinary texts on the theory and history of surveillance and artworks in multiple genres and media. Crosslisted: Comparative Literature, PJHR, Independent College Programs; Prerequisite(s): Sophomore standing or instructor consent. (Offered Fall 2017)

### **ICPR H274 HISTORY OF THE MIDDLE EAST: 18TH C TO PRESENT**

*Samuel Helfont*

Social Science (SO)

This course surveys the evolution of the Middle Eastern political system from the 18th century to present. Beginning with the twilight of ottoman empire, the course then shifts to discuss the mandate system formed by the colonial powers in the wake of the first World War, and the road of the region's countries to self-determination and independence. The course also explores the social and political structures of Middle Eastern states, as well as their domestic and international politics. (Offered Fall 2017)

### **ICPR H277 ETHICAL LEADERSHIP IN BUSINESS AND THE PROFESSIONS**

*Neal Grabell*

Social Science (SO)

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. (Typically offered every other year)

### **ICPR H290 INTERDISCIPLINARY PERSPECTIVES ON GENDER**

*Anne Balay*

Humanities (HU)

Explore the intersection of gender, sexuality, race, class, religion, and embodiment in our time. Our focus is principally on the USA, though we make

## INDEPENDENT COLLEGE PROGRAMS

some forays into international conversations. Readings are drawn from a smattering of the most recent developments in academic research and theory, as well as from science fiction, activism, popular culture, and new media. We work to bring the personal into the classroom, and to take what we learn out into the world. (Offered every fall, alternating between HC and BMC)

### **ICPR H298 IMPACT INVESTING**

*Shannon Mudd*

Social Science (SO)

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. Crosslisted: Economics, Independent College Programs, PJHR; Prerequisite(s): ECON 104 or 105 or 106. (Offered Fall 2017)

### **ICPR H301 DEVELOPMENT, HUMAN RIGHTS, AND TRANSNATIONAL INJUSTICES**

*Thomas Donahue*

Social Science (SO)

What are the worldwide obstacles to peace and justice? How can we surmount them? This course examines theories of some of the leading obstacles to peace and justice worldwide, and of what global citizens can do about them. The three obstacles we consider are colonialism and its legacies, whether we live in a global racial order, and whether the global economic order harms the poor and does them a kind of violence. The two solutions we will consider are the project of economic and social development, and the practice of human rights. The course aims, first, to give students some of the knowledge they will need to address these problems and be effective global citizens. Second, to understand some of the major forces that shape the present world order. Third and finally, to hone the skills in analysis, theory-building, and arguing that are highly valued in legal and political advocacy, in public life and the professions, and in graduate school.

Crosslisted: Independent College Programs, Political Science (Offered Fall 2017)

### **ICPR H302 BODIES OF INJUSTICE: HEALTH, ILLNESS AND HEALING IN CONTEXTS OF INEQUALITY**

*Carol Schilling*

Social Science (SO)

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. Crosslisted: Independent College Programs, Health Studies (Offered Fall 2017)

### **ICPR H313 SOCIAL JUSTICE: A WORKSHOP ON ETHICS AND SOCIAL CHANGE**

*Terrance Wiley*

This interdisciplinary course (workshop) will pivot around close readings of classic and contemporary writings and robust discussions with distinguished visitors about the ethical dimensions of and practical responses to contemporary social conditions, problems, and controversies. Crosslisted: Independent College Programs (HU), PJHR (SO) (Typically offered every fall)

### **ICPR H315 BLACK PERFORMANCE THEORY**

*Christina Knight*

Humanities (HU)

An interdisciplinary visual studies examination of how black performance reflects and shapes subject formation in America as well as the diaspora. Readings include live and recorded performances as well as historical and theoretical secondary sources. Prerequisite(s): 100 or 200-level course in either Africana Studies or Gender and Sexuality Studies or instructor consent. (Typically offered every other year)

### **ICPR H319 HUMAN RIGHTS IN PHILADELPHIA AND PENNSYLVANIA – IN NATIONAL AND GLOBAL CONTEXT**

## INDEPENDENT COLLEGE PROGRAMS

*Eric Hartman*

Social Science (SO)

This course considers human rights as moral aspirations and as interdependent experiences created through civil law, drawing on student internships with social sector organizations in Philadelphia and throughout the United States, to interrogate the relationship between social issues and policy structures. Prerequisite(s): an internship through the Center for Peace and Global Citizenship. Exceptions may be made for students involved in other forms of sustained community engagement and/or activism. (Offered Fall 2017)

### **ICPR H344 ADVANCED MEDIA PRODUCTION SEMINAR**

*John Muse*

Humanities (HU)

An advanced seminar to help students with formal training in media production complete ambitious projects in documentary, experimental, or narrative modes. Through group critiques and individual meetings, students will learn to address technical, aesthetic, and ethical issues in their work. Prerequisite(s): a 200 level video production course or instructor consent. (Not offered 2017-18)

### **ICPR H374 THE CONTEST OVER QUALITY: THE ETHICS AND POLITICS OF CRAFT AND DESIGN**

*Thomas Donahue*

Humanities (HU)

Design and marketing have triumphed over craft in the world economy. Steve Jobs is the messiah. Is this all to the good? What is lost when craft is marginalized? This course examines the value of both craft and design, and the forces backing them. The course centers on one main question: What balance should we as individuals strike between craft and design, given that both have undoubted values? How much authority should we give to design, and how much to craft? How can we tell what is good quality and what isn't, when people disagree so vehemently and in apparent good faith about what is good and why? (Offered occasionally)

# ITALIAN AND ITALIAN STUDIES (BRYN MAWR)

[brynmawr.edu/italian](http://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 Tri-Co for a major in Comparative Literature. The Italian Department cooperates also with the Center for International Studies (CIS).

## MAJOR REQUIREMENTS

### **Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major**

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101/102. For students in either Track A or B we recommend a senior experience offered with ITAL 398 and ITAL 399, courses that are required for honors. Students may complete either track. Recommendations are included below —models of different pathways through the major.

Majors are required to complete one Writing Intensive (WI) course in the major. The WI courses will prepare students towards their senior project and to competent and appropriate writing, mainly in three ways: 1) Teach the writing process—planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class peer review sessions). In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning. The goal of the new WI course will be to get students to re-think the argument, logical connection, focus, transition, evidence, quotes, organization, and sources.

### **ILL Major/ Track A**

Major requirements in ILL are 10 courses. Track A may be appropriate for students with an interest in literary and language studies.

Required: ITAL 101/102, plus six courses (or more) conducted in Italian and two selected from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304 or 302), Survey (ITAL 307), and two courses on Modern Italian literature (ITAL 380, ITAL 310, ITAL 320, ITAL 306)

### **ICS/Track B**

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college.

Required: ITAL 101/102, plus three courses conducted in Italian and four related courses in English that may be taken either within the department or in an allied-related fields in various disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: History, History of Art, Visual Art, and Film Studies, Comparative Literature, Cities, Classics.

\*Faculty in other programs may be willing to arrange work within courses that may count for the major. Courses must be approved by the Chair of the Italian Studies Department.

## MINOR REQUIREMENTS

Requirements for the minor in Italian Studies are ITAL 101, 102 and four additional units including

## ITALIAN AND ITALIAN STUDIES (BRYN MAWR)

two at the 200 level one of which in literature and one of which in Italian and two at the 300 level one of which in literature and one of which in Italian. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors apply.

### REQUIREMENTS FOR HONORS

Students may apply to complete the major with honors. The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by the fall of senior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals and will decide if honors will be given.

### THESIS

Students will write a 40 page thesis that aims to engage with primary texts and relevant secondary literature. By the end of the fall semester, students must have completed a formal proposal and a Table of Content in draft. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. Students must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor. In April students will give an oral presentation of their work of approximately one hour to faculty members and interested students. The final draft is due on or around April 28th of the senior year and will be graded by two faculty members (one of whom is the advisor). Faculty will retain the option to assign final honors to the research project.

### STUDY ABROAD

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and one credit in allied fields (total of

three credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature 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.

### ELECTIVE COURSES

- ARTW B240/COML B240 Literary Translation
- CITY B207 Topics in Urban Studies
- CITY B360 Digital Rome
- COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance
- COML B213 Theory in Practice: Critical Discourses in the Humanities
- 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/RUSS B215 Russian Avant-Garde Art, Literature and Film
- HIST B238 From Bordellos to Cybersex: History of Sexuality in Modern Europe
- HIST B319 Topics in Modern European History
- MUSC H207 Italian Keyboard Tradition

### FACULTY

#### David Cast

Professor of History of Art

#### Roni Kubati

Visiting Assistant Professor

#### Nicholas Patruno

Katharine E. McBride Professor

#### Pamela Pisone

Instructor

#### Roberta Ricci

Chair and Associate Professor

## ITALIAN AND ITALIAN STUDIES (BRYN MAWR)

### COURSES

#### **ITAL B001 ELEMENTARY ITALIAN**

*Gabriella Troncelliti, Roni Kubati*

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. (Offered Fall 2017)

#### **ITAL B002 ELEMENTARY ITALIAN II**

*Gabriella Troncelliti, Roni Kubati*

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. (Offered Spring 2018)

#### **ITAL B101 INTERMEDIATE ITALIAN**

*Roberta Ricci*

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. (Offered Fall 2017)

#### **ITAL B102 INTERMEDIATE ITALIAN II**

*Roberta Ricci*

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. (Offered Spring 2018)

#### **ITAL B207 DANTE IN TRANSLATION**

*Staff*

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 2017-2018)

#### **ITAL B211 PRIMO LEVI, THE HOLOCAUST, AND ITS AFTERMATH**

*Staff*

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 Italian women writers whose works are also connected with the Holocaust. Course is taught in English. An extra hour will be scheduled for those students taking the course for Italian or Romance Languages credit. (Not offered 2017-2018)

#### **ITAL B212 ITALY TODAY: NEW VOICES, NEW WRITERS, NEW LITERATURE**

*Roni Kubati*

This course, taught in English, will focus primarily on the works of the so-called "migrant

## ITALIAN AND ITALIAN STUDIES (BRYN MAWR)

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. One additional hour for students who want Italian credit. (Offered Spring 2018)

### **ITAL B213 THEORY IN PRACTICE: CRITICAL DISCOURSES IN THE HUMANITIES**

*Staff*

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. (Not offered 2017-2018)

### **ITAL B214 THE MYTH OF VENICE (1800-2000)**

*Staff*

In English. 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. One additional hour for students who want Italian credit. (Not offered 2017-2018)

### **ITAL B219 MULTICULTURALISM IN MEDIEVAL ITALY**

*Staff*

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. (Not offered 2017-2018)

### **ITAL B229 THE POLITICS OF FOOD IN ITALIAN LITERATURE, CULTURE, AND CINEMA**

*Staff*

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. (Not offered 2017-2018)

### **ITAL B235 SCRITTRICI E REGISTE ITALIANE: HEROINES IN AND OUT OF THE CANON**

*Staff*

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). (Not offered 2017-2018)

### **ITAL B255 UOMINI D’ONORE IN SICILIA: ITALIAN MAFIA IN LITERATURE AND CINEMA**

*Roberta Ricci*

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the ‘classical’ example of Sicily. From Sicily, the “octopus” (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary perspective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers.

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Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor. (Offered Fall 2017)

### **ITAL B301 DANTE**

*Staff*

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. One additional hour for students who want Italian credit. Prerequisite: At least two 200-level literature courses. (Not offered 2017-2018)

### **ITAL B306 YOUTH IN 20TH CENTURY ITALIAN LITERATURE AND CINEMA**

*Roberta Ricci*

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level or permission of the instructor. (Offered Spring 2018)

### **ITAL B307 INSIDERS AND OUTSIDERS: OTHERNESS IN ITALIAN LITERATURE**

*Staff*

This course will introduce students to the most representative works in Italian literature of all genres—poetry, novels, scientific prose, theater, diaries, narrative, epistolary—throughout the centuries, with emphasis on marginalization, exile, political persecution, national identity, violence, and otherness. We will bring works of literature to the attention of students who are interested in the key role played by Italian culture in the development of a European civilization, including the international debate on modernity and post-modernity. Readings and lectures will move from 14th century writers (Dante, Boccaccio) to Humanistic Thought (Florentine political revolution) and the Renaissance (Machiavelli); from the Enlightenment (Foscolo, Leopardi, Manzoni) to modernity (Pirandello, Svevo) and post-modernism (Calvino). Prerequisite: One literature course at the 200 level or permission of the instructor. (Not offered 2017-2018)

### **ITAL B310 DETECTIVE FICTION**

*Staff*

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. Prerequisite: One literature course at the 200 level or permission of the instructor. (Not offered 2017-2018)

### **ITAL B319 MULTICULTURALISM AND DIVERSITY IN MEDIEVAL ITALY**

*Roni Kubati*

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception

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of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. (Offered Fall 2017)

### **ITAL B320 NATIONALISM AND FREEDOM: THE ITALIAN RISORGIMENTO IN FOSCOLO, MANZONI, LEOPARDI**

*Staff*

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 2017-2018)

### **ITAL B340 THE ART OF ITALIAN UNIFICATION**

*Staff*

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 2017-2018)

### **ITAL B380 MODERNITY AND PSYCHOANALYSIS: CROSSING NATIONAL BOUNDARIES IN 20TH C. ITALY AND EUROPE**

*Staff*

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. (Not offered 2017-2018)

### **ITAL B398 SENIOR SEMINAR**

*Roberta Ricci*

This course is open only to seniors in Italian and in Romance Languages. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed an abstract and a critical annotated bibliography to be presented to the department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages with a GPA of 3.7. (Offered Fall 2017)

### **ITAL B399 SENIOR CONFERENCE**

*Roberta Ricci*

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. (Offered Spring 2018)

### **ITAL B403 SUPERVISED WORK**

*Staff*

Offered with approval of the Department. (Offered Fall 2017)

# LATIN AMERICAN, IBERIAN, AND LATINO STUDIES

[haverford.edu/lails](http://haverford.edu/lails)

The Latin American, Iberian and Latino Studies 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, economics, comparative literature, linguistics or Spanish) with courses that focus on Latin American, Iberian, and US-Latino issues and themes.

## LEARNING GOALS

- Students will develop a substantial understanding of the diverse people, cultures and histories of the Latin American and Iberian worlds, including US-Latinos.
- Students will enhance their studies within established majors through a coordinated multi- and interdisciplinary focus on specific regions, cultural zones and languages.

## CONCENTRATION REQUIREMENTS

Requirements for the concentration (six courses and one essay):

- Concentrators must demonstrate 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.
- SPAN/ICPR 240 at Haverford, or General Studies 145 at Bryn Mawr. One of these two courses will be taught every year, usually in spring, alternating between Haverford and Bryn Mawr.
- At least two, and no more than three, courses must be completed in the departmental major.
- At least two other courses in Latin American or Iberian Studies, representing at least two departments outside of the major. These courses are to be chosen from the offerings listed under the concentration in the 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

- One of the courses fulfilling the third or fourth bullet point must be at the 300 level.
- 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. 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.

## AFFILIATED PROGRAMS

### Accelerated Degree 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-

## LATIN AMERICAN, IBERIAN, AND LATINO STUDIES

year joint degree program. The cooperative agreement allows undergraduate 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 undergraduates must maintain a minimum GPA of 3.5, declare an interest in the Accelerated Degree Program during their junior year, and participate in the Center's summer study abroad program. During the senior year, candidates apply through the normal Georgetown M.A. application cycle. If accepted into the M.A. program, students may transfer up to four courses (two from the CLAS summer study program in Mexico or Chile and two advanced courses from the undergraduate institution) to be applied to the M.A. All M.A. prerequisites must be completed during the student's undergraduate education, and students must have concentrated in Latin American Studies at the undergraduate level.

For more detailed information, consult with the LAALS coordinator or visit the Georgetown Center for Latin American Studies website ([clas.georgetown.edu/academics/accelerated](http://clas.georgetown.edu/academics/accelerated)).

### FACULTY

#### **Israel Burshatin**

Professor of Spanish and Comparative Literature

#### **Roberto Castillo Sandoval**

Associate Professor of Spanish and Comparative Literature

#### **Aurelia Gómez Unamuno**

Assistant Professor of Spanish

#### **Ariana Huberman**

Associate Professor of Spanish

#### **Anita Isaacs**

Benjamin R. Collins Professor of Social Sciences

#### **James Krippner**

Professor of History

#### **Brook Lillehaugen**

Assistant Professor of Linguistics

#### **Ana López Sánchez**

Concentration Coordinator and Associate Professor of Spanish

#### **Graciela Michelotti** (*on leave Spring 2018*)

Associate Professor of Spanish and Chair of Spanish Department

#### **Paulina Ochoa Espejo** (*on leave 2017-2018*)

Associate Professor of Political Science

### COURSES

#### **ANTH H229 CHICANA ETHNOGRAPHY**

*Juli Grigsby*

Social Science (SO)

The insurgent projects of Ethnic Studies and Chicana/o Studies during the 1960s/1970s questioned the ethnographic authority of anthropologists and sociologists in the United States and abroad. Beginning with a brief historical overview of Mexican American women in the U.S. we will consider the emergence of Chicana feminism and examine the genesis of the term, "Chicana" as it was developed and used during El Movimiento in the early 1970's. Then move into contemporary ethnographic explorations of identity including race, regional difference, and community organizing. Course participants will gain the ability to recognize the interplay of social processes on the development of identity, especially within U.S. cultural institutions. We will focus on what makes Chicana ethnography unique to other forms of ethnographic writings? What methodological and technological tools are used by Chicana ethnographers? What are the politics in conducting ethnographic research? Prerequisite(s): Introduction to Anthropology or instructor consent. (Offered Fall 2017)

#### **ANTH H250A READING MEXICO, READING ETHNOGRAPHY**

*Patricia Kelly*

Social Science (SO)

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

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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. (Offered Fall 2017)

### **COML H210 SPANISH AND SPANISH AMERICAN FILM STUDIES**

*Graciela Michelotti*

Humanities (HU)

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. Crosslisted: Spanish, Comparative Literature; Prerequisite(s): SPAN 102, or placement, or instructor consent. (Offered Fall 2017)

### **COML H214 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA**

*Roberto Castillo Sandoval*

Humanities (HU)

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. The course fulfills the “pre-1898” requirement. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **COML H250 QUIXOTIC NARRATIVES**

*Israel Burshatin*

Humanities (HU)

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. This course fulfills the “pre-1898” requirement. This course is conducted in English. Crosslisted: Spanish, Comparative Literature. (Offered Spring 2018)

### **SPAN H311 GREEN LATIN AMERICA: CULTURE AND THE ENVIRONMENT**

*Graciela Michelotti*

Humanities (HU)

An ecocritical approach to the study of the Latin American human and non-human environment, and the cultural practices that address this interdependence in the context of its economic, political and social realities. This course is conducted in Spanish. Crosslisted: Spanish, Environmental Studies. Prerequisite(s): One 200-level course or instructor consent. (Offered Fall 2017)

### **HIST H114 ORIGINS OF THE GLOBAL SOUTH**

*James Krippner*

Social Science (SO)

This course analyzes the first phase of globalization in world history, a complex historical process rooted in the ancient and medieval worlds, initiated and consolidated from the mid-fifteenth through the seventeenth centuries, and redefined over the course of the eighteenth century as the “early modern” era drew to a close. During the first half of the semester, we will examine Asia, Africa and the Americas prior to the emergence of Iberian (Portuguese and Spanish) colonialism. In the second half of the semester we will assess the increasingly interconnected world negotiated in the centuries after 1492, a useful though controversial date signifying the start of sustained European overseas expansionism and the construction of a world linked in unprecedented ways. The course concludes with an investigation into the Haitian Revolution (1791-1804), the first successful anti-colonial revolution in world history and one of several late-eighteenth century popular rebellions signaling the dawn of modernity. (Offered Fall 2017)

### **HIST H208 COLONIAL LATIN AMERICA**

*James Krippner*

## LATIN AMERICAN, IBERIAN, AND LATINO STUDIES

Social Science (SO)

Are you interested in understanding Latin America? If so, you must understand the colonial era. Spanish and Portuguese rule of the region lasted more than three centuries—in most countries from 1492 until the early 1820s, and in Cuba and Puerto Rico until 1898—and the legacies of colonial rule have conditioned social relations, economic life, culture, and political conflict up until the present. This course will provide a thorough and regionally varied introduction to the multi-faceted history of colonial Latin America, beginning with an introduction to the indigenous civilizations existing prior to Iberian expansion and ending with popular upheavals that marked the end of the eighteenth century. (Typically offered every other year)

### **HIST H209 MODERN LATIN AMERICA**

*James Krippner*

Social Science (SO)

(Offered Spring 2018)

### **HIST H317 TOPICS IN LATIN AMERICAN HISTORY: VISIONS OF MEXICO**

*James Krippner*

Social Science (SO)

This course investigates representations of Mexico and “Mexicanidad” (Mexicanness, or Mexican identity), from the 19th century emergence of modern Mexico through the twenty first century present. Our approach will be situated at the intersection of the history of images, visual culture studies and social history. We shall analyze photography, film, art, and literature, in order to understand the emergence of modern Mexico as well as various historically situated representations of “Mexicanidad.” Though focused on the history of Mexico, the course will conclude with a discussion of literary and visual representations of Mexican migrants to the United States. The course will introduce you to several examples of superb recent scholarship using visual culture to analyze Mexican history. However, the primary goal is to provide you the space and guidance you need to pursue your own research interests. (Typically offered every other year)

### **LING H215 THE STRUCTURE OF COLONIAL VALLEY ZAPOTEC**

*Brook Lillehaugen*

Humanities (HU)

A detailed examination of the grammar of Colonial Valley Zapotec, an indigenous language of Oaxaca, Mexico. Focus on hands-on research, morphological analysis, and translation of archival documents. Prerequisite(s): LING 113; and one of the following: LING 101, 114, 115, or instructor consent. (Offered Fall 2017)

### **POLS H131 COMPARATIVE GOVERNMENT AND POLITICS**

*Anita Isaacs*

Social Science (SO)

An introduction to basic concepts and themes in comparative politics analyzed through case studies. Themes include political authority and governance structures; political culture and identity politics; political participation and representation; and political economy. (Offered Fall 2017; please note that approval for LAILS only applies to this semester’s offering of this course.)

### **POLS H330 TOPICS IN COMPARATIVE POLITICS**

*Susanna Wing*

Social Science (SO)

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. Prerequisite(s): Three courses in political science AND junior or senior status, or instructor consent. (Offered Fall 2017)

### **SPAN H201 EXPLORING CRITICAL ISSUES THROUGH WRITING**

*Ana López Sánchez*

Humanities (HU)

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. This course is conducted in Spanish. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **SPAN H203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA**

*Ariana Huberman*

Humanities (HU)

## LATIN AMERICAN, IBERIAN, AND LATINO STUDIES

The course proposes the study of Latin American Jewish literature focusing on narrative, essay, and poetry of the Twentieth and Twenty-First centuries. It pays close attention to themes, registers, and cultural contexts relevant to the Jewish experience in Latin America. What is Jewish about this literature? Where do these texts cross paths, or not, with other migratory and minority experiences? The texts studied question identity and Otherness, and explore constructions of memory while examining issues of gender, assimilation, transculturation, migration, and exile in relation to the Jewish Diaspora in the Americas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Fall 2017)

### **SPAN H221 NARRATING MODERN MEXICO**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. (Offered Fall 2017)

### **SPAN H240 LATIN AMERICAN AND IBERIAN CULTURE AND CIVILIZATION**

*Roberto Castillo Sandoval*

Humanities (HU)

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. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language (Typically offered every other year)

### **SPAN H266 IBERIAN ORIENTALISM AND THE NATION**

*Israel Burshatin*

Humanities (HU)

This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities, and the subsequent transformations wrought by the rise and decline of imperial Spain. Topics to be examined include the myth of Christian *Reconquista* / Reconquest; the construction of Spanishness as race and nation in the context of Christian hegemony and global empire; depiction of Moors in narrative, material culture, and the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European and U.S. imaginary; contemporary African migrations and the “return of the repressed.” This class is conducted in English. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language. The course fulfills the “pre-1898” requirement. (Typically offered every other year)

### **SPAN H273 THE INVENTION OF PABLO NERUDA: POETICS AND POLITICS**

*Roberto Castillo Sandoval*

Humanities (HU)

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. This course is conducted in Spanish. Prerequisite(s): SPAN 102, placement, or instructor consent. (Typically offered every other year)

### **SPAN H316 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. Prerequisite(s): One 200-level, preferred 300-level course, or instructor consent. (Offered Spring 2018)

## LATIN AMERICAN, IBERIAN, AND LATINO STUDIES

### **SPAN H322 POLITICS OF MEMORY IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. (Typically offered every year)

### **SPAN H334 GENDER DISSIDENCE IN HISPANIC WRITING**

*Israel Burshatin*

Humanities (HU)

Study of the dissenting voices of gender and sexuality in Spain and Spanish America and U.S. Latino/a writers. Interrogation of "masculine" and "feminine" cultural constructions and "compulsory heterosexuality," as well as exemplary moments of dissent. Texts to be studied include Hispano-Arabic poetry, Fernando de Rojas's *Celestina*; Tirso de Molina, *Don Gil de las calzas verdes*; Teresa of Avila, Gloria Anzaldúa, and Reinaldo Arenas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level course or instructor consent. (Typically offered every other year)

# LINGUISTICS (TRI-CO)

haverford.edu/linguistics

There are 7,000 languages in the world, and we're interested in studying all of them. Linguistics is the scientific study of language—we develop techniques to explore patterns that all human languages have in common and investigate the ways in which each is unique. Our explorations yield insights not only about languages, but also about the nature of the human mind.

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 them.

## LEARNING GOALS

- Examine the structural components of sound, form, and meaning, and the precise interplay between them.
- Interact with the field of linguistics through a series of foundation courses in linguistics theory and methodology.
- Hone analytical and argumentation skills, and prepare for future pursuits in any field to which such skills are essential, including psychology, neuroscience, philosophy, mathematics, computer science, computational linguistics, sociology, and anthropology.
- 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.
- Understand how language influences the way we interact with each other and with the larger world around us.
- 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

- One course from each of the following categories:
  - Sounds: LING H115 at Haverford (HC) or LING S045 at Swarthmore (SC)
  - Forms: LING H113 at HC or LING S050 at SC

- Meanings: LING H114 at HC or LING S040 or 026 at SC
- One course from the Structure of a Non-Indo-European Language series, typically LING H215, or LING H282 at HC, or LING S061, S062, S064 at SC.
- Three elective courses in linguistics or related fields. (For Linguistics and Language majors, instead of electives, they must study two different languages with three credits from each, with at least one credit at the Third-Year level for each of the two languages.)
- A one-credit senior thesis in the fall semester of the senior year. The thesis constitutes the comprehensive requirement for the major.

## MINOR REQUIREMENTS

Students may minor in linguistics through Haverford by completing six credits in the following three areas:

### 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)

### Structure of a Non-Indo-European Language Courses (choose one from the following samples of relevant courses)

- 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)

### Elective Courses (choose two from the following sample of relevant courses among many others):

- LING B101 or LING H101 (Introduction to Linguistics)
- LING H104 Topics in Introductory Programming: Language and Computation
- CMSC/LING H208 Speech Synthesis and Recognition

## LINGUISTICS (TRI-CO)

- LING/ENGL H213 (Inventing [the] English)
- LING/PSYC H238 (The Psychology of Language)
- PHIL H253 (Analytic Philosophy of Language)
- PHIL H260 (Historical Introduction to Logic)
- LING/ANTH B281 (Language in the Social Context)
- LING/CMSC H308 (Computational Linguistics)
- LING/SPAN H365 (The Politics of Language in the Spanish-Speaking World)

The department accepts all linguistics courses offered at Swarthmore for minor credits for the appropriate categories.

### SENIOR PROJECT

Majors in our department are recommended to take the Junior Seminar LING S090 (Advanced Research Methods in Linguistics), in the spring term of their junior year. This course is designed to expose students to the classic literature on the major subfields in linguistics, familiarizing them with theoretical frameworks, methodologies, and bibliographies, culminating in the selection of a potential thesis topic, working and reworking on a thesis abstract with references. Students are also encouraged to take an upper level seminar course in the subfield where they will most likely choose a thesis topic.

Linguistics majors write their thesis in the fall semester of their senior year. All Bi-Co linguistics majors should pre-register for LINGH399 in the spring of their junior year. They will be assigned an appropriate faculty advisor once they choose a thesis topic and the topic is approved. In the topic proposal, students need to list at least two relevant courses related to the topic. (LINGS090 could be listed as one of the two.) If their assigned faculty advisor is from Swarthmore, majors will then switch to the appropriate senior seminar section of LINGS100, which can be done in the beginning of the fall semester of their senior year.

### Senior Project Learning Goals

As the capstone experience of the Linguistics major, the senior project represents the most rigorous academic undertaking by a senior, and reflects the achievement of the learning goals of the major.

### Senior Project Assessment

Faculty members are assigned as first and second readers to each thesis after the senior major has decided on a topic in the beginning of the fall semester.

The senior thesis is evaluated on the following criteria:

#### Fundamentals:

- Does the student demonstrate a comprehensive understanding of elementary concepts in linguistics, such as the underlying goals of linguistic inquiry, basic units of linguistic analysis (phonemes, morphemes, constituency, entailment, etc.), and distinctions important to linguistics (prescriptive/descriptive, competence/performance, phoneme/allophone, form/function, etc.)? Does the student demonstrate familiarity with essential literature?

#### Tools and Methods:

- Does the student select and correctly implement methods and formal theories appropriate for their work? Does the student correctly use standard, professional linguistics formatting and notation for transcriptions, glosses, OT tableaux, syntactic structures, semantic interpretations, citations and references, etc.? Does the student correctly use standardly accepted technical jargon (“allomorph,” “adjunct,” “implicature,” etc.) rather than vague descriptions or nonstandard terminology? Does the student correctly use appropriate linguistics technology (Praat, ELAN, etc.)? At the level of technical details, does the student’s work look like it was written by a linguist (rather than, say, by a historian or chemist)?

#### Ethics:

- Does the student demonstrate a full understanding of best practices for responsible and ethical collection, storage, and use of data in ways that respect the relevant speakers and their communities and cultures? Does the student demonstrate a commitment to appropriate collaboration with speakers and communities? (N.B. This learning outcome may not be relevant to work that does not use primary data, in which case, this should normally be assessed as “N/A”.)

## LINGUISTICS (TRI-CO)

### General Scientific Methodology:

- *Data Collection and Presentation*  
Does the student demonstrate an understanding of proper scientific methodology for collecting data (survey design, selection of participants, establishing controls, eliciting useful contrasts and paradigms, etc.)? Does the student organize data in meaningful ways that clearly demonstrate important patterns (minimal pairs, morphological paradigm tables, logical blocks of related utterances, etc.)?
- *Analysis*  
Does the student construct useful, appropriate hypotheses to explain the observed patterns in the data? Are these hypotheses rigorously and clearly formulated? Does the student sufficiently explore logically plausible alternative hypotheses? Does the student convincingly argue for why their hypotheses are superior to the logical alternatives?

### Critical Thinking Skills:

- *Advanced Literature*  
Does the student draw upon relevant advanced literature in meaningful ways? Does the student demonstrate an understanding of crucial data, analyses, results, models, predictions, etc. from this advanced literature?
- *Innovation*  
Is the student's work innovative in some way that makes it stand out as more than just superficial description and/or straightforward application of tried-and-true analytical tools? Does the student articulate novel and insightful claims about a specific language, language itself, or linguistics more broadly? Is the student's work noteworthy, at least in part, because of the student's particular insights?

### Quality of Prose:

- *Coherence, Structure, Fluidity, etc.*  
Is the student's prose professional and polished, in line with general standards of academic writing? Is the student's prose clear and logically structured? Are individual sentences coherent and grammatical? Do sentences and paragraphs flow fluidly from one to the next? Does the student's prose strike an appropriate balance between being concise and being sufficient? Would the

student's prose pass muster for publication in a journal?

## REQUIREMENTS FOR HONORS

Honors will be granted, at the discretion of the faculty members, to those senior majors who have consistently distinguished themselves in major-related course work (typically with a GPA of 3.7 or higher), active and constructive participation in the intellectual life of the department, and an outstanding senior thesis. A senior major may receive high honors if deemed exceptional in all three areas.

## STUDY ABROAD

Majors in the Linguistics Department can receive up to two elective credits for pre-approved courses taken at departments on the College's list of study abroad programs. Interested students should seek consultation with, and approval from, the Bi-Co chair of the department prior to studying abroad, and be ready to provide course descriptions during consultation and transcripts afterwards for proper credit counting towards the major.

## PRIZES

The Linguistics Prize in Theory is awarded to the senior whose thesis best addresses theoretical issues in linguistics.

The Linguistics Prize in Description is awarded to the senior whose thesis best addresses descriptive issues in linguistics.

The Linguistics Prize in Application is awarded to the senior whose thesis best addresses application issues in linguistics.

## FACULTY

### *At Haverford:*

#### **Jane Chandlee**

Assistant Professor of Linguistics

#### **Shizhe Huang** (*on leave 2017-2018*)

C.V. Starr Professor of Asian Studies; Associate Professor of Chinese and Linguistics

#### **Darrell Larsen**

Visiting Assistant Professor of Linguistics

#### **Brook Lillehaugen**

Assistant Professor of Linguistics (Tri-College);

## LINGUISTICS (TRI-CO)

Co-Chair of Tri-Co Department of  
Linguistics (Chair for all Bi-Co matters)

### **At Swarthmore:**

#### **Melanie Drolsbaugh**

Instructor, American Sign Language

#### **Jeremy Fahringer**

Laboratory Instructor

#### **Theodore Fernald** (*on leave 2017-2018*)

Professor of Linguistics

#### **Emily Gasser**

Visiting Assistant Professor of Linguistics

#### **K. David Harrison**

Professor of Linguistics

#### **Patricia Irwin**

Visiting Assistant Professor of Linguistics

#### **Peter Klecha**

Visiting Assistant Professor of Linguistics

#### **Donna Jo Napoli**

Professor of Linguistics and Co-chair

#### **Jamie Thomas**

Assistant Professor of Linguistics

#### **Jonathan North Washington**

Assistant Professor of Linguistics

## AFFILIATED FACULTY

### **At Haverford:**

#### **Marilyn Boltz**

Professor of Psychology

#### **Ana López Sánchez**

Associate Professor of Spanish

#### **Danielle Macbeth**

T. Wistar Brown Professor of Philosophy

#### **Maud McInerney**

Associate Professor of English

### **At Bryn Mawr:**

#### **Deepak Kumar**

Professor of Computer Science

#### **Amanda Weidman**

Associate Professor of Anthropology

## COURSES AT HAVERFORD

### **LING H101 INTRODUCTION TO LINGUISTICS**

*Darrell Larsen, Brook Lillehaugen*  
Humanities (HU)

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. (Offered Fall 2017 at Haverford and Bryn Mawr; Spring 2018 at Haverford)

### **LING H104 TOPICS IN INTRODUCTORY PROGRAMMING: LANGUAGE AND COMPUTATION**

*Jane Chandlee*

Natural Science (NS); Quantitative (QU)  
A general introduction to computer programming, in the context of its application to a specific discipline such as Data Analysis or Bioinformatics. Prerequisite for CMSC 107, along with discipline-specific analysis. Not for students who have completed CMSC 105 and/or 107. (Offered Spring 2018)

### **LING H113 INTRODUCTION TO SYNTAX**

*Darrell Larsen*

Humanities (HU)

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. (Offered Fall 2017)

### **LING H114 INTRODUCTION TO SEMANTICS**

*Staff*

Humanities (HU)

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

## LINGUISTICS (TRI-CO)

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. (Offered Spring 2018)

### LING H115 PHONETICS AND PHONOLOGY

*Jane Chandlee*

Humanities (HU)

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. (Offered Spring 2018)

### LING H208 SPEECH SYNTHESIS AND RECOGNITION

*Jane Chandlee*

Natural Science (NA)

An introduction to the methodologies used in the automated recognition and synthesis of human speech, focusing on Hidden Markov Models in recognition and unit selection in synthesis. Students will get hands-on experience with implementing the various components of these systems to better understand the techniques, challenges, and open areas of research. Crosslisted: Computer Science, Linguistics; Prerequisite(s): CS105 and 106 OR CS107 OR BMC 110 and 206 OR instructor consent. (Offered Fall 2017)

### LING H215 THE STRUCTURE OF COLONIAL VALLEY ZAPOTEC

*Brook Lillehaugen*

Humanities (HU)

A detailed examination of the grammar of Colonial Valley Zapotec, an indigenous language of Oaxaca, Mexico. Focus on hands-on research, paleography, morphological analysis, and translation of archival documents. Prerequisite(s): LING 113; and one of the following: LING 101, 114, 115, or instructor consent. (Offered Fall 2017)

### LING H282 STRUCTURE OF CHINESE

*Shizhe Huang*

Social Science (SO)

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. Knowledge of Chinese is NOT required. Prerequisite(s): At least two of the following: LING 101, 113, 114, or instructor consent. (Not offered 2017-18)

### LING H325 COMPUTATIONAL LINGUISTICS

*Jane Chandlee*

Natural Science (NA)

An overview of key areas of computational linguistics, including natural language processing and computational modeling of morpho-phonological systems. Students will study and practice the primary algorithms and techniques used in the automated analysis of natural language data. Crosslisted: Computer Science, Linguistics; Prerequisite(s): CMSC 105 and CMSC 106 (or CMSC 107), OR CMSC B110 and CMSC B206, OR instructor consent. (Not offered 2017-18)

### LING H399 SENIOR THESIS SEMINAR

*Jane Chandlee, Brook Lillehaugen*

Humanities (HU)

This seminar exposes students to linguistic research methods and guides them through the conceptualization of a topic, the research, and the writing of a senior thesis. All linguistics majors must write their senior thesis in this seminar or LING S100 or S195. (Offered Fall 2017)

# MATHEMATICAL ECONOMICS

haverford.edu/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 enables students in both disciplines not only to gain proficiency in the other, but also to appreciate the ways in which they are related.

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.

## LEARNING GOALS

Students in Area of Concentration in Mathematical Economics will:

- engage in theoretical and empirical analysis of economic problems using formal theoretical

and empirical methods.

- develop tools and techniques, including the use of formal arguments, numerical computations, and empirical analysis, to understand the logic, validity and robustness of various economic ideas.
- recognize that most branches of modern economics use mathematics and statistics extensively, and that some important areas of mathematical research have been motivated by economic problems.
- understand the complementarities between the two disciplines to gain proficiency in each, and appreciate the ways in which they are related.

## CONCENTRATION REQUIREMENTS

Students enrolling in the Area of Concentration in Mathematical Economics must major in either mathematics or economics.

**For students majoring in mathematics, the Concentration requires six courses:**

- ECON 204 (Economic Statistics with Calculus) or MATH 203 (Statistical Methods and Their Applications), or any applied statistics course at a higher level offered by the economics or mathematics department.
- ECON 300 (Intermediate Microeconomics)
- Two electives in economics from the list of approved courses below.
- Two electives in mathematics from the list of approved courses below. (These courses may also be used to fulfill the requirements of the mathematics major.)

**For students majoring in economics, the Concentration requires six courses:**

- Three required mathematics courses:
  - MATH 121 (Multivariable Calculus) or MATH 216 (Advanced Calculus)
  - MATH 215 (Linear Algebra)
  - MATH 317 (Analysis I)
- One elective in mathematics from the list of approved courses below.
- Two electives in economics from the list of approved courses below. (These courses may also be used to fulfill the requirements of the economics major.)

## MATHEMATICAL ECONOMICS

### Additional Remarks

The Area of 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.

A student majoring in economics may choose to pursue either the Area of Concentration in Mathematical Economics or a minor in mathematics, but not both. A student majoring in mathematics may choose to pursue either the Area of 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.

### APPROVED ELECTIVES

The courses listed below can be used to fulfill the mathematics and economics elective requirements. Not all of the courses listed below are offered every year. In some years, courses are offered that are not on these lists but that can be used as electives in the concentration. Students wishing to receive credit for an elective not listed below must obtain approval from the concentration coordinator.

#### Mathematics Electives

- MATH 210 Linear Optimization and Game Theory; crosslisted as ECON 210
- MATH 204 Differential Equations
- MATH 218 Probability
- MATH 222 Scientific Computing
- MATH 318 Analysis II
- MATH 328 Mathematical Statistics
- MATH 340 Analysis of Algorithms
- MATH 360 Mathematical Economics; crosslisted as ECON 360
- MATH 396 Advanced Topics in Probability and Statistics.
- MATH 397 Advanced Topics in Applied Mathematics

#### Economics Electives

- ECON 210 Linear Optimization and Game Theory; crosslisted as MATH 210
- ECON 237 Game Theory in Economics
- ECON 355 Advanced Microeconomics: Uncertainty

- ECON 360 Mathematical Economics; crosslisted as MATH 360
- ECON 374 Junior Research Seminar: Topics in Industrial Organization
- ECON 377 Junior Research Seminar: Political Economy

### FACULTY/COORDINATORS

#### Giri Parameswaran

Assistant Professor of Economics, Economics Department Representative and Concentration Coordinator

#### Robert Manning

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.

## LEARNING GOALS

Students taking courses in the Department of Mathematics and Statistics will think rigorously and systematically both within the context of the discipline and in its applications—and, ideally, throughout the liberal arts curriculum. Students will learn to identify and articulate mathematical problems that they encounter, both in mathematics and in other disciplines. Students will develop skills necessary to engage these problems within a mathematical and/or statistical framework. Finally, students will learn how to communicate their mathematical and statistical findings to a variety of audiences.

## CURRICULUM

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.

Mathematics courses for majors fall into six general categories:

### Preliminary Calculus

This category includes MATH 105, 118, or advanced placement. These are not listed among

the requirements, but are of course prerequisites for all subsequent courses in mathematics.

### Intermediate Calculus/Linear Algebra

This category includes MATH 215, 121 or 216. These courses are taught for the benefit of both majors and non-majors, but are the real “introduction” to math for most majors.

### Core Major Courses

This category includes MATH 317-318 (Analysis) and 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).

### Intermediate Electives

- MATH 203 (Statistical Methods and Their Applications)
- MATH 204 (Differential Equations)
- MATH 210 (Linear Optimization and Game Theory)
- MATH 218 (Probability)
- MATH 222 (Introduction to Scientific Computing)
- MATH/CMSC 235 (Information and Coding Theory)
- MATH 286 (Applied Multivariate Statistical Analysis).

These courses are designed for both majors and non-majors, and provide majors an excellent opportunity to explore interests outside the core sequence. Students can expect at least two electives at this level to be offered most semesters. We coordinate with Bryn Mawr so that if a topic is not offered in a given year at Haverford, it may be offered at Bryn Mawr.

### Advanced Electives:

- MATH 328 (Mathematical Statistics)
- MATH 335-336 (Topology)
- MATH/CMSC 340 (Analysis of Algorithms)
- MATH/CMSC 345 (Theory of Computation)
- MATH 390 (Advanced Topics in Algebra)
- MATH 391 (Advanced Topics in Geometry and Topology)
- MATH 392 (Advanced Topics in Analysis)

## MATHEMATICS AND STATISTICS

- MATH 394 (Advanced Topics in Discrete Math and Computer Science)
- MATH 395 (Advanced Topics in Combinatorics)
- MATH 396 (Advanced Topics in Probability and Statistics)
- MATH 397 (Advanced Topics in Applied Mathematics)

Courses at this level are very important for students planning to go to graduate school in mathematics or related fields. The department typically offers five to six courses at this level per year.

### Other Courses:

- MATH 399 (Senior Seminar): a required year-long group seminar for seniors that offers advice, support, and practice in preparing the senior paper and oral presentation.
- MATH 400 (Senior Research): a required year-long course for seniors that involves independent work with their senior thesis advisor.
- 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. Very good experience for students considering teaching as a career. Open to junior and senior majors by invitation, and may be taken at most twice. Does not count toward the major.

## MAJOR REQUIREMENTS

- MATH 215, and either MATH 121 or MATH 216.
- MATH 317 and 333, and one of MATH 318 or 334.
- 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.)
- The senior seminar, fall and spring.
- 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. Majors may

substitute equivalent courses in mathematics at Bryn Mawr College for any requirement, subject to advisor approval.

## MINOR REQUIREMENTS

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 MATH 121 (Multivariable calculus) or MATH 216 (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 (Introduction to Statistics): STAT 203, ECON 204, PSYC 200, SOCL 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:
  - STAT 328 (Mathematical Statistics)
  - STAT 396 (Advanced Topics in Probability and Statistics)
  - ECON 304 (Econometrics)
  - SOCL 320 (Advanced Quantitative Methods for Sociologists).

### Options for the Statistics Minor

- A *math minor* can also be a statistics minor. If a student wants to be a math minor and a statistics minor, the following courses: STAT 203, ECON 204, MATH 218, STAT 286, STAT 328 and STAT 396, cannot be counted to satisfy both the math minor and statistics minor.
- A *math major* can also be a statistics minor. If a student wants to be a math major and a

## MATHEMATICS AND STATISTICS

statistics minor, the following apply:

- STAT 203, ECON 204 and STAT 286 cannot be counted to satisfy both the math major and statistics minor requirement.
- At most one of the following courses can be counted to satisfy both the math major and statistics minor: MATH 218, STAT 328 and STAT 396.
- *Math majors with economics concentration:*  
If a math major wants to be an econ concentrator and a statistics minor, MATH 218, STAT 286, STAT 328 and STAT 396 cannot be counted toward both the economics concentration and the statistics minor.
- *Economics majors with math concentration:*  
If an economics major wants to be a math concentrator and also a statistics minor, the following apply:
  - MATH 218, STAT 286, STAT 328 and STAT 396 cannot be counted to satisfy both the stat minor and the math concentration requirement.
  - ECON 304 cannot be counted toward the statistics minor. (ECON 304 is required by the economics major.)

For further information about the statistics minor, please see the PDF supplement on the mathematics website, or contact the minor coordinator.

### SENIOR PROJECT

A senior paper is written by each major in close coordination with a faculty member. The senior paper is a year-long research project that includes both written thesis and oral presentation. All seniors take a year-long senior seminar to support the senior paper. In the seminar, students learn how to use library resources, how to compose and present a poster for a poster session, and take turn presenting portions of their senior papers to each other to develop their skills in constructing and giving oral presentations.

In the fall of the senior year, the student begins to focus on a topic (sometimes an interesting theorem, other times building a mathematical model or analyzing a data set) and works through the material with the faculty advisor. The student completes a detailed thesis proposal, a poster presentation and a “mini-paper.” In the spring, the student develops a core fragment of the thesis, the first draft, the second draft, and the final draft of the thesis, and concludes by presenting the thesis to faculty and fellow

students.

### Senior Project Learning Goals

Our students will engage with advanced content and techniques in pure mathematics, applied mathematics and statistics. They will gain ownership of the process and material through understanding the content and the details of the problem they are investigating, constructing illustrative examples, carrying out novel computations or carefully analyzing a data set. Our students will write clear, careful and correct mathematics/statistics, from precise definition or description of a model to rigorous proofs or well-supported analyses. They will develop an oral presentation that highlights the central ideas of their thesis work at a level appropriate for an audience in the mathematical/statistical sciences.

### Senior Project Assessment

The grade for the senior thesis is determined by the following:

- Level of engagement with advanced mathematics or statistics.
- Level of ownership of the material and of the writing process.
- Adherence to professional standards of written mathematics and statistics.

The grade for the senior seminar is determined by the following:

- Completing all the assignments in accordance with the assignment description.
- Meeting deadlines for each assignment.
- Whether easily discernible progress has been made from one assignment to another.
- Participating.
- Quality of the poster presentation.
- Quality of the thesis presentation.
- Quality of the final thesis.

## CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Mathematics majors can pursue four areas of concentration:

### Computer Science (more theoretical)

It may come as a surprise to some that many of the fundamental questions in computer science (including the famous P versus NP problem) are in essence mathematical questions. Conversely, some of the deepest foundational questions about the nature of mathematics (such as: what constitutes a proof?) are inherently

## MATHEMATICS AND STATISTICS

computational in nature. Computers have also become a powerful tool in mathematical research and its applications, both theoretical and experimental. A full understanding of their capability and potential can only be realized by formal coursework in computer science. The concentration is open to math or physics majors.

### **Scientific Computing (more applied)**

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 become 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.

### **Mathematical Economics (for majors interested in applying their skills to economic problems)**

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 each other'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 introducing a theory of equilibrium in non-cooperative games that has become central to contemporary economic theory. Haverford's Area of Concentration in Mathematical Economics enables students in each of the disciplines not only to gain proficiency in the other, but also to understand the ways in which they are related and complementary.

### **Mathematics Education (for majors interested in teaching mathematics)**

The Bryn Mawr-Haverford Education Program invites students to study the discipline of education; explore the interdisciplinary field of educational studies; begin the path of teacher preparation for traditional classrooms; and participate in teaching experiences in a range of

classroom and extra-classroom settings. Focused on teaching and learning as social, political, and cultural activities, the Education Program challenges students to explore the relationships among schooling, human development, and society as they gain knowledge and skills of educational theory and practice. Students who complete one of the Education Program options are prepared to become lifelong learners, educators, researchers, leaders and agents of change.

For the requirements for these concentrations, see those headings in this catalog or visit the departmental website.

## AFFILIATED PROGRAMS

Many of our graduates have pursued successful and interesting careers in various engineering disciplines. Our 4+1 program with the University of Pennsylvania, 3/2 engineering program with CalTech, and the Master's degree course exchange agreements with Swarthmore and the University of Pennsylvania offer robust—and unique—opportunities. For more information on these options, visit the Engineering website ([haverford.edu/engineering/](http://haverford.edu/engineering/)).

## FACULTY

**Lynne Butler**  
Professor

**Charles Cunningham**  
Visiting Assistant Professor

**Curtis Greene** (*on leave 2017-2018*)  
J. McLain King Professor of Mathematics

**Heidi Goodson**  
Visiting Assistant Professor

**David Lippel**  
Visiting Assistant Professor and Laboratory Instructor

**Robert Manning**  
William H. and Johanna A. Harris Professor of Computational Science

**Elizabeth Townsend Milicevic**  
Assistant Professor

**Weiwen Miao**  
Chair and Professor

## MATHEMATICS AND STATISTICS

### **Joshua Sabloff**

Professor

### **Eric Stachura**

Visiting Assistant Professor

### **Jeff Tecosky-Feldman** (*on leave Spring 2018*)

Senior Lecturer

## COURSES

### **MATH H103 INTRODUCTION TO PROBABILITY AND STATISTICS**

*Weiwen Miao*

Natural Science (NA), Quantitative (QU)

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.

Crosslisted: Mathematics, Statistics;

Prerequisite(s): Not open to students who have (a) placed into 121 or higher, (b) taken 118 or higher, (c) taken any other introductory statistics class at Haverford or Bryn Mawr, (d) received a score of 4 or 5 on the AP Statistics exam. (Offered Fall 2017)

### **MATH H105 APPLIED MODELING WITH CALCULUS**

*Heidi Goodson*

Natural Science (NA), Quantitative (QU)

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 and integral calculus of functions of one variable, multivariable optimization, and modeling with differential equations.

Applications to biology, economics, and physics. This course is taught at the level of a beginning calculus course, and no prior calculus experience is assumed. Prerequisite(s): Not open to students placing into MATH 118 or higher or with previous calculus credit, except with instructor consent. (Offered Spring 2018)

### **MATH H118 CALCULUS: DYNAMICS AND INTEGRATION**

*Jeff Tecosky-Feldman*

Natural Science (NA), Quantitative (QU)

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. Enrollment in one lab hour is required. Not open to students placing into Math 121 or higher, except with instructor permission. Prerequisite(s): MATH 105 or placement. Not open to students with credit for MATH B102 (Calculus II) or equivalent, except with instructor consent. (Offered Fall 2017)

### **MATH H121 MULTIVARIABLE CALCULUS**

*Eric Stachura, Elizabeth Townsend Milicevic*

Natural Science (NA), Quantitative (QU)

An introduction to functions of several variables, vector geometry, partial derivatives, optimization, Taylor's Theorem, multiple integrals, line integrals, and Green's and Stokes' Theorems. Enrollment in one lab hour is required.

Prerequisite(s): MATH 118 or equivalent placement, or instructor consent. Not open to students who have previously taken multivariable calculus at the college level, either at Haverford or elsewhere, except with instructor consent. (Offered Fall 2017 and Spring 2018)

### **MATH H199 FIRST-YEAR SEMINAR: MATHEMATICS BEYOND CALCULUS**

*Joshua Sabloff*

Natural Science (NA), Quantitative (QU)

Half-credit course designed to introduce and convey the flavor of mathematics beyond the introductory core sequence in calculus and linear algebra. A selection of topics will be covered, varying from year to year. Prerequisite(s): MATH 215 is a pre- or co-requisite, or instructor consent. (Offered Spring 2018)

### **MATH H203 STATISTICAL METHODS AND THEIR APPLICATIONS**

*Lynne Butler, Weiwen Miao*

Natural Science (NA), Quantitative (QU)

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.

Crosslisted: Mathematics, Statistics; Prerequisite(s): MATH 118 or higher, placement into MATH 121 or higher, or permission of instructor. Students who have taken another introductory statistics course at Haverford or Bryn Mawr may only enroll in STAT 203 with permission of instructor. (Offered Fall 2017 and Spring 2018)

## MATHEMATICS AND STATISTICS

### **MATH H204 DIFFERENTIAL EQUATIONS**

*Eric Stachura*

Natural Science (NA), Quantitative (QU)  
An introduction to the theory of ordinary differential equations (ODEs) including algebraic techniques for solving a single ODE or a linear system of ODEs, numerical techniques for generating approximate solutions, geometric techniques for displaying solutions to understand their behavior, and some key theorems (such as existence and uniqueness of solutions). The course includes a focus on how ideas from linear algebra and multivariable calculus can be used to classify fixed points of nonlinear systems of ODEs. Prerequisite(s): MATH 215 and MATH 121 (or 216), or instructor consent. (Offered Spring 2018)

### **MATH H210 LINEAR OPTIMIZATION AND GAME THEORY**

*Curtis Greene*

Natural Science (NA)  
Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming. Emphasis is on the structure of optimal solutions, algorithms to find them, and the underlying theory that explains both. This course is designed for students interested in computer science, economics, or mathematics. Prerequisite(s): MATH 215 or equivalent, or instructor consent. (Typically offered every other year)

### **MATH H215 LINEAR ALGEBRA**

*Elizabeth Townsend Milicevic*

Natural Science (NA), Quantitative (QU)  
An abstract introduction to linear algebra, focusing on proof techniques. Topics covered include: vector spaces, linear transformations and matrices, determinants, eigenvalue problems, quadratic forms, and the spectral theorem. One extra hour of weekly discussions. Prerequisite(s): MATH 121 or equivalent placement, or 118 with instructor consent (Offered Fall 2017 and Spring 2018)

### **MATH H216 MULTIVARIABLE CALC USING LINEAR ALGEBRA**

*Lynne Butler*

Natural Science (NA), Quantitative (QU)  
Calculus in n-dimensional Euclidean space: continuous and differentiable functions, extreme

value problems, multiple integration, line and surface integrals, parametrized surfaces, Green's, Gauss' and Stokes' Theorems. Tools from linear algebra are used to formulate general statements of definitions, theorems and proofs.

Prerequisite(s): Not open to students who have previously taken multivariable calculus at the college level, either at Haverford or elsewhere, except with instructor permission. Requires a strong background in single-variable calculus and a course in linear algebra, or instructor consent. (Offered Spring 2018)

### **MATH H218 PROBABILITY**

*Lynne Butler*

Natural Science (NA), Quantitative (QU)  
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. Prerequisite(s): MATH 216 or 121 or instructor consent. (Offered Fall 2017)

### **MATH H222 SCIENTIFIC COMPUTING: CONTINUOUS SYSTEMS**

*Robert Manning*

Natural Science (NA), Quantitative (QU)  
A survey of major algorithms in modern scientific computing, with a focus on continuous problems. Topics include numerical differentiation and integration, numerical linear algebra, root-finding, optimization, Monte Carlo methods, and discretization of differential equations. Basic ideas of error analysis are presented. A regular computer lab introduces students to the software package Matlab, in which the algorithms are implemented and applied to various problems in the natural and social sciences. Crosslisted: Mathematics, Computer Science; Prerequisite(s): MATH 215 or instructor consent. (Offered Fall 2017)

### **MATH H231 DISCRETE MATHEMATICS**

*Steven Lindell*

Natural Science (NA)  
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. Crosslisted: Computer Science, Mathematics; Co-requisite(s): CMSC 105, 107, or 110, or instructor consent. (Offered Fall 2017)

## MATHEMATICS AND STATISTICS

### **MATH H286 APPLIED MULTIVARIATE STATISTICAL ANALYSIS**

*Weiwen Miao*

Natural Science (NA), Quantitative (QU)  
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. Crosslisted: Mathematics, Statistics; Prerequisite(s): MATH 215 and one of the following: ECON 204, MATH 203, PSYC 200, SOCL 215; or instructor consent. (Typically offered every other year)

### **MATH H317 ANALYSIS I**

*Joshua Sabloff*

Natural Science (NA)  
A rigorous development of topics in calculus, including the axioms of the real number line, cardinality, convergence of sequences, point-set topology (open/closed sets, compactness, connectedness), continuity, differentiability, and the Riemann integral. The course also has a major focus on the writing of clear and correct mathematical proofs. Prerequisite(s): MATH 215 and either 121 or 216, or instructor consent. (Offered Fall 2017)

### **MATH H318 ANALYSIS II**

*Robert Manning*

Natural Science (NA)  
A continuation of MATH 317, focusing on measure theory, the Lebesgue integral, function spaces, and sequences and series of functions with applications (e.g., Fourier series, existence and uniqueness of solutions to differential equations). Prerequisite(s): MATH 317 or instructor consent. (Offered Spring 2018)

### **MATH H328 MATHEMATICAL STATISTICS**

*Weiwen Miao*

Natural Science (NA)  
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. Crosslisted: Mathematics, Statistics; Prerequisite(s): MATH 218 or instructor consent. (Offered Spring 2018)

### **MATH H333 ALGEBRA I**

*Heidi Goodson*

Natural Science (NA)

A rigorous treatment of fundamental algebraic structures. Topics include: introduction to groups, modular arithmetic, polynomials, rings, fields, Galois theory, vector spaces, and modules. Prerequisite(s): MATH 215 and either 121 or 216, or instructor consent. (Offered Fall 2017)

### **MATH H334 ALGEBRA II**

*Heidi Goodson*

Natural Science (NA)  
A continuation of Math 333. Topics include: group actions, Sylow's theorems, representation theory of finite groups, finite abelian groups, Galois theory, advanced linear algebra, and modules. Prerequisite(s): MATH 333 or instructor consent. (Offered Spring 2018)

### **MATH H335 TOPOLOGY**

*Staff*

Natural Science (NA)  
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. Prerequisite(s): MATH 317 and 333 (333 can be a corequisite), or instructor consent. (Offered Fall 2017)

### **MATH H337 DIFFERENTIAL GEOMETRY**

*Joshua Sabloff*

Natural Science (NA)  
A study of the differential geometry of curves and surfaces. Concepts covered include both the local theory (including metrics, curvature, and geodesics) and the global theory, including the Gauss-Bonnet theorem. Prerequisite(s): MATH 317 or MATH 216 with special permission, or instructor consent. (Offered Spring 2018)

### **MATH H340 ANALYSIS OF ALGORITHMS**

*Sorelle Friedler*

Natural Science (NA)  
Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity. Particular classes of algorithms such as sorting searching will be studied in detail. Crosslisted: Mathematics, Computer Science; Prerequisite(s):

## MATHEMATICS AND STATISTICS

CMSC 106 or 107 or B206, and 231, or instructor consent. (Typically offered every fall)

### **MATH H345 THEORY OF COMPUTATION**

*Steven Lindell*

Natural Science (NA)

Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Class will have a required discussions session on Fridays from 10:00-11:30. Attendance required. Prerequisite(s): (CMSC 106 or CMSC 107) and CMSC 231, and junior or senior standing, or instructor consent. (Offered Spring 2018)

### **MATH H360 MATHEMATICAL ECONOMICS**

*Giri Parameswaran*

Social Science (SO), Quantitative (QU)

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. Fulfills Mathematic Economics (MTEC) concentration. Crosslisted: Economics, Mathematics; Prerequisite(s): MATH 215; either MATH 121 or 216; ECON 203 or 204 or MATH 203 or SOCL 215 or PSYC 200 or Bryn Mawr's ECON B253 recommended, or instructor consent. (Offered Fall 2017)

### **MATH H392 ADVANCED TOPICS IN ANALYSIS AND GEOMETRY: COMPLEX ANALYSIS**

*Heidi Goodson*

Natural Science (NA)

An introduction to differentiation and integration of functions of a complex variable. Topics include the complex plane and elementary functions, complex differential calculus, integration and Cauchy's integral formula. Applications to physical science and number theory may be discussed. Prerequisite(s): MATH 317 or instructor consent. (Typically offered every other year)

### **MATH H394 ADVANCED TOPICS IN THEORETICAL COMPUTER SCIENCE**

*David Lippel*

Natural Science (NA)

Crosslisted: Computer Science, Mathematics; Prerequisite(s): MATH 317 or MATH 333 or instructor consent. (Offered Spring 2018)

### **MATH H396 ADVANCED TOPICS IN PROBABILITY AND STATISTICS**

*Curtis Greene*

Natural Science (NA), Quantitative (QU)

Various topics in statistics will be covered.

Crosslisted: Mathematics, Statistics;

Prerequisite(s): MATH 218 and one of the following: MATH 203, ECON 203/204, PSYC 200, SOCL 215; or instructor consent. (Typically offered every other year)

### **MATH H397 ADVANCED TOPICS IN APPLIED MATHEMATICS**

*Eric Stachura*

Natural Science (NA)

An advanced course in some area of applied math, with topics varying according to instructor. Recent versions have covered partial differential equations (2016, 2012, 2011) and dynamical systems/chaos (2014, 2009). The course typically involves a mix of theory (often an extension of ideas seen in real analysis) and computation. Prerequisite(s): MATH 317 or instructor consent. (Typically offered every other year)

### **MATH H399 SENIOR SEMINAR**

*Weiwen Miao*

Natural Science (NA)

Seminar for students writing senior papers, dealing with the oral and written exposition of advanced material. (Offered Fall 2017)

### **MATH H400 SENIOR RESEARCH**

*Staff*

Natural Science (NA)

Work on senior thesis with advisor. (Offered Fall 2017)

# MIDDLE EASTERN AND ISLAMIC STUDIES

[haverford.edu/meis](http://haverford.edu/meis)

The Concentration in Middle Eastern and Islamic Studies 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.

The faculty at Haverford College who research and study the Middle East and Islam are committed to educating students about the politics, histories, and socio-cultural formations of the Middle East and broader Muslim world. We believe that our students must have basic knowledge about the Middle East and Islam if they are to participate thoughtfully and constructively in the many contentious debates that frame public discourse about Muslims and the Middle East today.

## LEARNING GOALS

Students in Middle Eastern and Islamic Studies will:

- learn the politics, histories, and socio-cultural formations of the Middle East and broader Muslim world.
- gain knowledge of key political, economic, and social issues in the contemporary Middle East.
- demonstrate basic knowledge of a language pertinent to the students' areas of research.

## CURRICULUM

An "Area of Concentration" at Haverford is designed to facilitate the pursuit of an area of study distinct from a major, but which a student 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, or religion.

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 as one that can be linked to the MEIS concentration.

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 Jordan, Morocco, Israel, and other appropriate locations to advance their work in the concentration.

## CONCENTRATION REQUIREMENTS

The MEIS concentration is normally available to students majoring in anthropology, history, political science, religion, or comparative literature. Courses from their major must represent at least two but no more than three of the requirements detailed below. Proposals to concentrate on the basis of other majors must be approved in advance by concentration coordinator.

### Language Competence

Students must demonstrate competence above the basic level in a language pertinent to their area of research:

- In cases where a student has selected Arabic as their relevant language, this means completion of ARAB 002.
- If a student is doing research for which another language is more appropriate, they 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

## MIDDLE EASTERN AND ISLAMIC STUDIES

the course of language study to fill this requirement.

### Core Courses

Students must take two of the core courses listed below, in which they learn about the Middle East and Islam. Students must choose from two of the four departments listed (e.g., history and political science, anthropology 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:

- Anthropology:
  - ANTH 253 (Anthropology of the Middle East and North Africa)
  - ANTH 259 (Ethnographies of Islam)
- 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)
  - ICPR 274 (History of the Modern Middle East)
- Political Science:
  - POLS 256 (The Evolution of the Jihadi Movement)
  - POLS 357 (Conflict in the Middle East)
- Religion:
  - RELG 108 (Vocabularies of Islam)
  - RELG 218 (The Divine Guide: An Introduction to Shi'ism)
  - RELG 248 (The Qur'an)

### Elective Courses

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, Middle Eastern Nationalism, Islam in African politics, Israeli politics, evolution of the Jihadi movement, modern Arabic literature, etc.

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 their specific research topic.

See the end of this section of the Catalog for a sampling of courses that count toward the MEIS concentration. For more information about core and elective courses, contact the concentration coordinator.

### Senior Thesis

Students must write a thesis in their major department (anthropology, history, political science, or religion) 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 and arrange a meeting to discuss the proposal.

### STUDY ABROAD

Students may fulfill some of the required courses for the Concentration in Middle Eastern and Islamic Studies in study abroad programs. Some such programs that offer intensive language training can also count toward fulfilling the language requirement. Students are encouraged to consult with Dean Donna Mancini and the concentration coordinator about study abroad options.

### FACULTY

**Alexander Kitroeff** (*on leave 2017-2018*)  
Associate Professor of History

**Samuel Helfont**  
Visiting Assistant Professor

**Naomi Koltun-Fromm**  
Professor of Religion

## MIDDLE EASTERN AND ISLAMIC STUDIES

### **Barak Mendelsohn**

Associate Professor of Political Science

### **Zainab Saleh**

Concentration Coordinator and Assistant  
Professor of Anthropology

### **Susanna Wing**

Associate Professor of Political Science

## **COURSES**

### **ANTH H219 NATIONAL IMAGINARIES OF THE MIDDLE EAST AND NORTH AFRICA**

*Zainab Saleh*

Social Science (SO)

The purpose of the course is to provide a historical and anthropological approach to understanding nation formation in the Middle East. Anchored in major debates on nationalism, this course critically examines both nationalistic imagination and state formations. By focusing on questions of imagined communities, the course will analyze nationalistic discourses and the exclusion of the other who is seen to undermine national purity. It will also approach the nation state as a category of practice, by focusing on laws, monuments, museums, flags, etc. In addition, we will examine transformations in national discourses and practices, historiography, and memory throughout the twentieth century. (Offered Fall 2017)

### **ANTH H253 ANTHROPOLOGY OF THE MIDDLE EAST AND NORTH AFRICA**

*Zainab Saleh*

Social Science (SO)

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(s): One 100-level course in anthropology, political science, sociology, or history, or instructor consent. (Offered Spring 2018)

### **ANTH H259 ETHNOGRAPHY OF ISLAM**

*Zainab Saleh*

Social Science (SO)

Comparative ethnographies of Muslim societies. Islam as a field of anthropological inquiry and theorizing. Ethnographic representation and the construction of ethnographic authority. Islam in the western imagination. (Offered occasionally)

### **HIST H117 MODERN MEDITERRANEAN HISTORY**

*Alexander Kitroeff*

Social Science (SO)

This course studies the Mediterranean region in the twentieth century and the ways its countries and peoples experienced the transition to modernity by focusing on: the collapse of the Ottoman Empire; Italian fascism & colonial policies; the Spanish civil war; WWII German occupation & local resistance; the Cold War; the Algerian revolution; Egypt from Nasser to the Muslim Brotherhood; Southern European student and women's movements in the 1960s & 1970s. (Typically offered every other spring)

### **ICPR H274 HISTORY OF THE MIDDLE EAST: 18TH C TO PRESENT**

*Samuel Helfont*

Social Science (SO)

This course surveys the evolution of the Middle Eastern political system from the 18th century to present. Beginning with the twilight of ottoman empire, the course then shifts to discuss the mandate system formed by the colonial powers in the wake of the first World War, and the road of the region's countries to self-determination and independence. The course also explores the social and political structures of Middle Eastern states, as well as their domestic and international politics. (Offered Fall 2017)

### **POLS H151 INTERNATIONAL POLITICS**

*Barak Mendelsohn*

Social Science (SO)

This course offers an introduction to the study of international politics. 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. (Offered Spring 2018)

### **POLS H253 INTRODUCTION TO TERRORISM STUDIES**

*Barak Mendelsohn*

## MIDDLE EASTERN AND ISLAMIC STUDIES

Social Science (SO)

After being marginalized in international relations scholarship for years, in the aftermath of 9/11 terrorism has moved to the forefront of scholarly interest. The purpose of this course is to survey the various theories concerning terrorism from diverse perspectives employing rationalist and psychological theories to explain terrorism-related phenomena. (Typically offered every other year)

### **POLS H256 THE EVOLUTION OF THE JIHADI MOVEMENT**

*Barak Mendelsohn*

Social Science (SO)

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. (Offered Spring 2018)

### **POLS H290 ISRAELI POLITICS**

*Barak Mendelsohn*

Social Science (SO)

The course surveys the Israeli political system and its primary institutions, and explores how societal cleavages are manifested in and shape Israeli politics. (Offered Fall 2017)

### **POLS H313 ARMED NON-STATE ACTORS IN INTERNATIONAL POLITICS**

*Barak Mendelsohn*

Social Science (SO)

The principal goal of the course is to expose students to various types of armed nonstate actors and gain insights into their motives and activities. The course also introduces analytical lens through which scholars have sought to conceptualize the interplay between states and armed nonstate actors. Prerequisite(s): One political science course or instructor consent. (Typically offered every other fall)

### **POLS H333 INTERNATIONAL SECURITY**

*Barak Mendelsohn*

Social Science (SO)

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. (Offered Fall 2017)

### **POLS H357 INTERNATIONAL RELATIONS THEORY: CONFLICT AND THE MIDDLE EAST**

*Barak Mendelsohn*

Social Science (SO)

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. (Typically offered every other spring)

### **RELG H107 VOCABULARIES OF ISLAM**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H202 THE END OF THE WORLD AS WE KNOW IT**

*Naomi Koltun-Fromm*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H212 JERUSALEM: CITY, HISTORY AND REPRESENTATION**

*Naomi Koltun-Fromm*

Humanities (HU)

An examination of the history of Jerusalem as well as a study of Jerusalem as religious symbol and how the two interact over the centuries. Readings from ancient, medieval, modern and

## MIDDLE EASTERN AND ISLAMIC STUDIES

contemporary sources as well as material culture and art. (Offered Spring 2018)

### **RELG H248 THE QURAN**

*Staff*

Humanities (HU)

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. Crosslisted: Religion, Comparative Literature (Not offered 2017-18)

### **RELG H259 GENDER AND SEXUALITY IN ISLAMIC TEXTS AND PRACTICES**

*Staff*

Humanities (HU)

This course explores competing notions of gender and sexuality in Islamic societies from the time of Muhammad to the contemporary period. Readings include primary sources in translation as well as scholarly articles, works of fiction and nonfiction. (Not offered 2017-18)

### **RELG H308 MYSTICAL LITERATURES OF ISLAM**

*Staff*

Humanities (HU)

Overview of the literary expressions of Islamic mysticism through the study of poetry, philosophy, hagiographies, and anecdotes. Topics include: unio mystica; symbol and structure; love and the erotic; body / gender; language and experience. (Offered occasionally)

# MUSEUM STUDIES (BRYN MAWR)

brynmawr.edu/museumstudies

Museum Studies is a pilot program that offers students a rich and dynamic education in both museum theory and practice. Students have the opportunities to learn about the history of museums and their roles in society as well as to engage with critical, theoretical museum scholarship. Through coursework and internships, students will also have the opportunity to gain practical hands-on experience in Bryn Mawr's Special Collections as well as in museums in Philadelphia and beyond. This dynamic and inter-disciplinary program intersects disciplines such as the History of Art, Anthropology, Archaeology, History, Education, Cities, Biology and Geology. The Bryn Mawr Museum Studies program aims to empower students to become significant contributors to various professions throughout museums, galleries and archives.

The Museum Studies program calls upon the College's extensive collection of art and artifacts, rare books and prints, photographs and manuscripts, which facilitates research and experiential learning for students. Through Bryn Mawr's Special Collections, students can draw upon the in-house expertise of a strong group of curators and other museum professionals working in the department. Bryn Mawr is in close proximity to the museum-rich Philadelphia region, and students have the opportunity to work with distinguished and diverse museum professionals across the city.

## MINOR REQUIREMENTS

The requirements for the minor are six courses that include:

- Core courses (2): "Museum Studies: History, Theory, Practice" and one course with an exhibition planning component, including the "Exhibition Seminar"
- Elective courses (2-3): These can be courses officially taught in museum studies as well as courses in other disciplines that include museum studies content. Students also can take advantage of relevant courses at Haverford and Swarthmore. The Director of Museum Studies in addition to the Professor of the elective must deem the course acceptable as a museum studies course.
- Experiential courses (1-2): Praxis courses

and/or Fieldwork Seminar.

A student declares Museum Studies as a minor by meeting with the Director of Museum Studies and completing a minor work plan. The student can major in any department. Student internships in museums are considered vital "hands-on" learning opportunities for those who seek careers in museum practice. Students will also be encouraged to seek summer museum internships.

## CORE COURSES

- HART B281 Museum Studies: History, Theory, Practice
- HART B301 Topics in Exhibition Seminar
- HART B200-level Fieldwork Seminar

## STEERING COMMITTEE

### Carrie Robbins

Curator, Academic Liaison for Art & Artifacts

### Lisa Saltzman

Chair and Professor of History of Art and the Andrew W. Mellon Foundation Chair in the Humanities

### Monique Scott

Director of Museum Studies

## COURSES

### ANTH B271 MUSEUM ANTHROPOLOGY: HISTORY, POLITICS, PRACTICES

*Staff*

This course provides an in-depth exploration of museum anthropology: the critical study of museum practices from an anthropological perspective. The course will fundamentally consider the role of museums in exhibiting culture—the politics of placing cultures on display, from living humans and human remains to cultural objects and artifacts. The course will also consider changing practices in museum anthropology, including repatriation efforts, shifting notions of heritage and identity and the emergence of community-curated exhibitions. This course complements the theoretical explorations of the museum with visits to area museums and hands-on work in Special Collections. (Not offered 2017-2018)

## MUSEUM STUDIES (BRYN MAWR)

### **ARCH B102 INTRODUCTION TO CLASSICAL ARCHAEOLOGY**

*Astrid Lindenlauf*

A historical survey of the archaeology and art of Greece, Etruria, and Rome. (Offered Spring 2018)

### **ARCH B125 CLASSICAL MYTHS IN ART AND IN THE SKY**

*Staff*

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. (Not offered 2017-2018)

### **ARCH B306 MONUMENTAL PAINTING**

*Susanna McFadden*

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered. (Offered Fall 2017)

### **FREN B105 DIRECTIONS DE LA FRANCE CONTEMPORAINE**

*Agnes Peysson-Zeiss, Marie Sanquer*

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and “les loisirs”. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, complemented by video materials. Prerequisite: FREN 005 or 101. (Offered Spring 2018)

### **HART B226 PERSPECTIVES ON AFRICAN ART**

*Kwame Labi*

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings. (Offered Fall 2017)

### **HART B279 EXHIBITING AFRICA: ART, ARTIFACT AND NEW ARTICULATIONS**

*Staff*

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions— has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities. (Not offered 2017-2018)

### **HART B281 MUSEUM STUDIES: HISTORY, THEORY, PRACTICE**

*Matthew Feliz*

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as

## MUSEUM STUDIES (BRYN MAWR)

insights into the “new museology.” (Offered Fall 2017)

### **HART B300 THE CURATOR IN THE MUSEUM**

*Staff*

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 2017-2018)

### **HART B301 TOPICS IN EXHIBITION STRATEGIES**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **HART B316 MUSEUM STUDIES FIELDWORK SEMINAR**

*Staff*

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved. (Not offered 2017-2018)

### **HART B318 CULTURAL PROPERTY AND MUSEUMS**

*Staff*

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case

studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries. (Not offered 2017-2018)

### **HART B325 CARE AND CONSERVATION OF CONTEMPORARY ART**

*Marianne Weldon*

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful. (Offered Fall 2017)

### **HART B345 TOPICS IN MATERIAL CULTURE**

*Sylvia Houghteling*

This is a topics course. Course content varies. Current topic description: This seminar will explore the myriad textile traditions of Asia. Through close study of woven objects in the Bryn Mawr Special Collections and visits to the Penn Museum and the Philadelphia Museum of Art, this course will trace the history of the interconnected textile traditions of Eastern and Western Asia, from Chinese and Indonesian textile traditions to the weavings of Iran and Turkey. We will consider interdisciplinary approaches to textiles and the ways that textiles are catalogued and exhibited in museum spaces. As an advanced art history seminar, we will discuss how to write art historical essays that animate non-figural textiles and how to conduct research on decorative arts and material culture. (Offered Fall 2017)

### **HART B373 CONTEMPORARY ART IN EXHIBITION: MUSEUMS AND BEYOND**

*Carrie Robbins*

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,

## MUSEUM STUDIES (BRYN MAWR)

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. (Offered Fall 2017)

### **HART B374 TOPICS: EXHIBITION SEMINAR**

*Staff*

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. (Not offered 2017-2018)

### **HIST B245 FOCUS: TOPICS IN MODERN US HISTORY**

*Stephen Vider*

This is a topics course in 20th century America social history. Topics vary by half semester. (0.5 credits) (Offered Fall 2017)

### **HIST B274 FOCUS: TOPICS IN MODERN US HISTORY**

*Staff*

This is a topics course in 20th century America social history. Topics vary by half semester. (0.5 credits) (Not offered 2017-2018)

### **HIST B349 TOPICS IN COMPARATIVE HISTORY**

*Stephen Vider*

This is a topics course. Topics vary. (Offered Spring 2018)

# 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, students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence, we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

## LEARNING GOALS

Music Department faculty members are committed to the education of the whole musician. This entails the study of performance, theory, and history, as we believe these disciplines support each other in a comprehensive understanding of music. Depending on the level of the individual course, we aim for students to:

- gain command of chosen instrument or voice, showing understanding of technical skills of musicianship.
- understand how to apply appropriate interpretive choices to a given musical work.
- analyze important aspects of musical style and structure, both in score and aurally.
- demonstrate ability to deploy elements of melody, harmony, and structure in original creations.
- develop rhetorical skills to speak and write about music with conviction, and the bibliographical skills required to find works and critical perspectives that inform these judgements.

## CURRICULUM

### Composition/Theory

The composition/theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

### Musicology

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

### Performance

Haverford's music performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber ensembles. Students can receive academic credit for their participation (MUSC 102, 214, 215, and 216), and can receive credit for Private Study (MUSC 208 for Instrumental Study, MUSC 209 for Voice Study, and MUSC 210 for Keyboard Study). Student chamber ensembles, solo instrumentalists, and vocalists also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

### Private Lessons

Students can arrange private music lessons through the department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are affiliated. The department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

## MAJOR REQUIREMENTS

- Composition/Theory: MUSC 203, 204, and 303.
- Musicology: Three courses, MUSC 229, plus any two of MUSC 220, 221, 222, 223, 224, or 225.
- Two electives in Music, from: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 270, 304, and 325.
- 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.
- A Senior Project (as detailed below)

## MUSIC

- We expect majors to attend the majority of department-sponsored concerts, lectures, and colloquia.

### MINOR REQUIREMENTS

- Composition/Theory: MUSC 203 and 204.
- Musicology: MUSC 229; plus any one of 220, 221, 222, 223, 224, or 225.
- One elective from the following: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 270, 303, 304, and 325.
- MUSC 208, 209, 210 instrumental/vocal private study or department ensemble participation for one year.
- We expect minors to attend the majority of department-sponsored concerts, lectures, and colloquia.

### SENIOR PROJECT

Senior majors in the Department of Music may choose to undertake their capstone experience by pursuing one of the following focused project options: an original composition or theoretical inquiry; a musicology research paper; a full recital performance; a personalized plan of study within an elective course beyond the number required. In some cases, projects might combine two fields—performance and theory, for example—and may involve joint advisorship. All projects culminate in public presentation appropriate to their nature and scope.

Majors are asked in February of their junior year to discuss with department faculty members their ideas for the senior experience, identify an advisor, and submit a formal, written project proposal to the Chair before spring break. Proposals are then reviewed by the Music faculty in department meetings. Frequently the department asks that proposals be modified and submitted for a second review before final approval is given. Notification of departmental approval is sent by the chair to students in April. As soon as the project is approved, students are expected to consult with the advisor to determine a clear schedule for the timely completion of work according to the unique needs of the project. Students are often encouraged to get a head start on senior project work well before the beginning of their final fall semester.

Majors pursuing an independent project in composition/theory, musicology or performance generally register for MUSC 480 in both the fall

and spring semesters of their senior year. Each semester of 480 earns one course credit; however, only one semester of 480 counts toward the courses required for the major. Majors pursuing the expanded curricular option may be advised to take a preparatory fall 480, which likewise would earn one course credit, but not apply toward fulfillment of major requirements.

### Senior Project Learning Goals

- In the process of preparing an *original composition*, the student exercises the ability to compose a substantial work (e.g., string quartet, song cycle, piano sonata) exhibiting proficiency in notation, clarity of structure, stylistic integrity, and awareness of historical models. In pursuing a *theoretical inquiry*, the student engages in the analysis of musical content through primary and secondary sources, aiming for a synthesis of perspectives and an expression of insights sensitive to music's interpretive possibilities.
- In the process of preparing a senior *thesis in musicology*, the student develops the ability to craft an original research question based on knowledge of and reflection upon prior literature in the field. The student will also demonstrate command of appropriate musicological research methods, clear written expression, and the capacity to speak with authority about the topic in a public presentation.
- In the process of preparing a senior *recital*, the student hones the skills to present a technically and interpretively challenging program of repertory from a range of stylistic periods.
- In the process of fulfilling a program of intensified study within an *additional course elective*, the student expands curricular horizons, and meets the highest-level challenges in their experience as a major.

Regardless of the specific path taken, it is intended that the senior experience stimulate reflection on the discipline of music as a whole, and lead to the student's awareness of place within the unfolding history of musical creativity, scholarship and performance. Each project should in its own way constitute a consummation of the student's musical growth throughout the undergraduate years.

### Senior Project Assessment

Whether undertaken in the context of an

## MUSIC

intensified elective or of an independent study the actual numerical grade assigned for the senior project remains at advisor discretion. The department as a body discusses the project's relative *quality* and the *consistency of effort* brought to bear in its production, to aid the advisor in evaluation. A written summary of the department's collective appraisal of the student's achievement in the senior experience is furnished by the chair to the student prior to Commencement.

### REQUIREMENTS FOR HONORS

#### Honors

- Minimum GPA in music courses of 3.7 AND grade on senior project of 4.0.

#### High Honors

- Outstanding, standard-setting contribution to the department in the context of courses and/or ensembles.
- Exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (i.e., a level of work that should be sufficient to gain admission to top graduate programs in the field).

### SPECIAL PROGRAMS AND FUNDS

**The Music Department Concert Artist Series** presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been pianist Peter Serkin, violinist Miranda Cuckson, the Orlando Consort, the Borromeo String Quartet, the Renee Rosnes Jazz Quartet, and the Borealis Wind Quintet with pianist Leon Bates.

**The Network for New Music Residency** features Philadelphia's distinguished contemporary music ensemble in reading and recording sessions for student composers, performances of contemporary music with students in the Chamber Music program, and a concert series highlighting the work of prominent living composers.

**The William Heartt Reese Music Fund** was established in 1977 to honor William Heartt Reese, Professor of Music and conductor of the Glee Club and Orchestra at Haverford from 1947

to 1975. The fund supports applied music lessons for students enrolled in the department's private study program.

**The John H. Davison '51 Fund for Student Composers** supports the performance of new works by student composers. This fund recognizes John's 40 years of teaching and musical creativity at Haverford.

**The Orpheus Prize** is awarded for exceptional achievement in the practice of tonal harmony.

**The Kessinger Family Fund for Asian Performing Arts** sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has supported visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

### FACILITIES

See the departmental web page for a description of performance, rehearsal, library spaces, instruments and equipment.

### FACULTY

#### Ingrid Arauco

Department Chair and Professor of Music

#### Christine Cacioppo

Visiting Instructor in Music

#### Curtis Cacioppo

Ruth Marshall Magill Professor of Music and Director of Keyboard Studies

#### Leonardo Dugan

Visiting Assistant Professor of Music

#### Richard Freedman

John C. Whitehead Professor of Music

#### Myron Gray

Visiting Assistant Professor of Music

#### Heidi Jacob (*on leave Spring 2018*)

Associate Professor of Music and Director of Orchestral and Instrumental Studies

#### Thomas Lloyd (*on leave 2017-2018*)

Professor of Music and Director of Choral and Vocal Studies

## MUSIC

### **Daniel Spratlan**

Visiting Assistant Professor of Music

## **COURSES**

### **MUSC H102 CHORALE**

*Daniel Spratlan*

Humanities (HU)

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra and student soloists. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester. (Offered Fall 2017)

### **MUSC H107 INTRODUCTORY PIANO**

*Christine Cacioppo*

Humanities (HU)

An introduction to the art of playing the piano and the music written for it. No prior musical experience is required. This course consists of weekly hour-long sessions in the form of either a class lecture/workshop given on Tuesday evenings, or self-directed listening sessions posted on Moodle, as well as weekly 20-minute private lessons at an arranged time. It is expected that the student will practice an hour each day, six days a week, and keep a listening journal, giving personal responses to the required listening as well as to three professional concerts. The final exam is a performance of two or more short works on the class recital at the end of the term. (Offered Fall 2017)

### **MUSC H110 INTRODUCTION TO MUSIC THEORY**

*Ingrid Arauco, Leonardo Dugan*

Humanities (HU)

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which

changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter Music 203, the first semester of the theory sequence for music majors. (Offered Fall 2017 and Spring 2018)

### **MUSC H111 LISTENING TO CLASSICAL MUSIC**

*Myron Gray*

Humanities (HU)

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. (Offered Fall 2017)

### **MUSC H127 LISTENING TO JAZZ**

*Myron Gray*

Humanities (HU)

A study of jazz and its cultural meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change. (Offered Spring 2018)

### **MUSC H132 WRITING ABOUT BEETHOVEN**

*Richard Freedman*

An exploration of Beethoven's life and works, considered in the context of changing aesthetic and cultural values of the last two centuries. Students will listen to Beethoven's music, study some of his letters and conversation books, and read some of the many responses his art has engendered. In their written responses to all of this material, students will think about Beethoven's music, his artistic personality, and the ideas and assumptions that have guided the critical reception of his art and life. They will learn to cultivate their skills as readers and listeners while improving their craft as writers. (Offered occasionally)

## MUSIC

### **MUSC H203 TONAL HARMONY I**

*Curtis Cacioppo*

Humanities (HU)

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Analysis of musical literature in a variety of genres and harmonization in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Requires three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major and minor; should be taken no later than fall of sophomore year. Prerequisite(s): MUSC 110 or instructor consent. (Offered Fall 2017)

### **MUSC H204 PRINCIPLES OF TONAL HARMONY II**

*Ingrid Arauco*

Humanities (HU)

Continuation of Music 203, covering chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major or minor; should be taken the semester after MUSC 203. Prerequisite(s): MUSC 203. (Offered Spring 2018)

### **MUSC H207 TOPICS IN PIANO**

*Curtis Cacioppo*

Humanities (HU)

Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, and critical examination of sound recorded sources. Requires preparation of works of selected composer or style period for end-of-semester recital. Recent topics have included The Italian Keyboard Tradition, J.S. Bach and his Trans-Generational Impact, and American Roots. (Offered Spring 2018)

### **MUSC H208 PRIVATE STUDY: INSTRUMENTAL**

*Heidi Jacob*

Humanities (HU)

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. (Offered Fall 2017)

### **MUSC H209 PRIVATE STUDY: VOICE**

*Daniel Spratlan*

Humanities (HU)

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. (Offered Fall 2017)

### **MUSC H210 PRIVATE STUDY: KEYBOARD**

*Curtis Cacioppo*

Humanities (HU)

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. (Offered Fall 2017)

### **MUSC H214 CHAMBER SINGERS**

*Daniel Spratlan*

Humanities (HU)

A 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day, in original languages. The choir performs on and off campus, both public concerts and outreach concerts to underserved audiences. International tours revolving around shared concerts with choirs in the cities visited happen every 3-4 years. Requires attendance at three 80-minute rehearsals weekly. Entrance by audition at the beginning of the Fall semester each year. (Offered Fall 2017)

## MUSIC

### **MUSC H215 CHAMBER MUSIC**

*Heidi Jacob*

Humanities (HU)

Intensive rehearsal of works for small instrumental groups, with supplemental assigned research and listening. Performance is required. Students enrolled in Chamber Music have the opportunity to receive coaching from visiting artists on the Concert Artist Series and from resident ensembles. Performances take place at Haverford and Bryn Mawr Colleges, and other community venues. This course is available to those students who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. In addition, all students playing orchestral instruments must participate concurrently in the Orchestra, unless granted permission by the music director. Entrance by audition only. (Offered Fall 2017)

### **MUSC H216 ORCHESTRA**

*Heidi Jacob*

Humanities (HU)

The Haverford-Bryn Mawr Orchestra has over seventy members and performs a wide range of symphonic repertory. Orchestra members are expected to attend one two-and-a-half hour rehearsal per week, and are guided in sectional rehearsals by professional musicians. There are three/four performances a year, including Parents/Family Weekend concerts. The spring Orchestra concert features the winner of the annual student concerto competition. Entrance by audition only. (Offered Fall 2017)

### **MUSC H219 ART SONG**

*Daniel Spratlan*

Humanities (HU)

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coaching with the instructor, culminating in a public recital at the end of the semester. Prerequisite(s): Audition and instructor consent. (Offered Spring 2018)

### **MUSC H221 MUSIC IN THE RENAISSANCE: RITUAL AND REPRESENTATION**

*Richard Freedman*

Humanities (HU)

This course explores the remarkable emergence of new ways of representing poetic and dramatic

texts in musical form, charting the cultural forces of Renaissance, Reformation, and printing in the 15th and 16th centuries. We will explore changes in musical style, and the changing role that music played in European culture. We'll hear music by composers like Dufay, Josquin, Palestrina, Lasso, and Marenzio, among many others. Three class hours plus listening laboratory period. Prerequisite(s): Any full-credit course in Music, or equivalent prior experience in musical study. (Offered Spring 2018)

### **MUSC H222 BACH AND THE BAROQUE**

*Myron Gray*

Humanities (HU)

This course traces sharp changes in 17th-century musical style and the equally striking changes in roles for soloists, composers, and audiences that prepared the way for Bach's extraordinary synthesis of musical technique in the first half of the 18th century. Attention to contexts of patronage, publishing, church, and theater, and to composers including Monteverdi, Vivaldi, and Handel. Prerequisite(s): Any full-credit course in Music, or instructor consent. (Offered Fall 2017)

### **MUSC H223 MOZART'S WORLD: MUSIC OF THE CLASSICAL ERA**

*Myron Gray*

Humanities (HU)

This course takes students on a musical tour of Europe in the age of Mozart. Traveling from Naples to Paris, London, and Vienna, we consider how politics, religion, commerce, and technology shaped local musical cultures. At the same time, we explore the formation of a pan-European musical language, the galant style, in works by Mozart and his contemporaries. Prerequisite(s): Any full-credit course in Music, or instructor consent. (Typically offered every other year)

### **MUSC H224 BEETHOVEN'S CENTURY: MUSIC OF THE ROMANTIC ERA**

*Myron Gray*

Humanities (HU)

This course traces new paths forged by Beethoven and his successors in the dazzling musical world of the 19th century. Beethoven is a touchstone as we explore the songs, operas, piano music, and symphonic works of Schubert, Chopin, the Schumanns, Berlioz, Liszt, Wagner, Verdi, Brahms, and Mahler. We situate changing musical form and style in the contexts of literary Romanticism, nationalism, and the evolving social world of musicians and their institutions.

## MUSIC

Prerequisite(s): any full-credit course in music, or instructor consent. (Typically offered every other year)

### **MUSC H229 THINKING ABOUT MUSIC: IDEAS, HISTORY, AND MUSICOLOGY**

*Myron Gray*

Humanities (HU)

Core concepts and perspectives for the serious study of music. Students explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music?, Music and Technology, The Global Soundscape, Music and the State, and Tonality, Sense, and Reason. Each unit uses a small number of musical works, performances, or documents as a focal point. In each unit we also read current musicological work in an attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. This course is required of all music majors and minors in their sophomore or junior year. Prerequisite(s): MUSC 110, 111, or 203, or instructor consent. (Offered Fall 2017)

### **MUSC H254 TONES, WORDS, AND IMAGES**

*Curtis Cacioppo*

Humanities (HU)

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction—and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. Among the composers represented are Mozart, Beethoven, Schubert, Schumann, Liszt, Wagner, Tchaikovsky, Thomas, Wolf, Fauré, Debussy, Dukas, Sibelius, Schoenberg, Stravinsky, Bartók, Puccini, Cage, and Glass; among authors Goethe, Eichendorff, Heine, Rückert, Bouilly, Poe, Baudelaire, Louÿs, Mallarmé, Maeterlinck, Balázs, Guiraud, George, Sardou, Auden, Updike, Joyce; in the visual realm Palladio, Friedrich,

Rossetti, Monet, Benois, Roerich, Chagall, Kandinsky, Chihuly; choreographers Fokine, Nijinsky, Balanchine, Abrahams, Cunningham, Morris, Tharp. Prerequisite(s): any 100-level music course or its equivalent, or instructor consent. (Offered Fall 2017)

### **MUSC H265 SYMPHONIC TECHNIQUE AND TRADITION**

*Curtis Cacioppo*

Humanities (HU)

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(s): MUSC 204 or instructor consent. (Typically offered every other year)

### **MUSC H266 COMPOSITION**

*Ingrid Arauco*

Humanities (HU)

Preparation of a portfolio of compositions for various instruments and ensembles. Weekly assignments designed to invite creative, individual responses to a variety of musical ideas; experimentation with harmony, form, notation, and text-setting. Performance of student works-in-progress and final reading/recording session with professional musicians. Recent classes have had their compositions read by Network for New Music, percussionist Phillip O'Banion, and the Amernet String Quartet. Prerequisite(s): MUSC 204 and instructor consent. (Typically offered every other year)

### **MUSC H270 POPULAR MUSIC IN AMERICA**

*Myron Gray*

Humanities (HU)

Introductory history of American popular music, c. 1790–1980. Covers early musical theater, minstrelsy, the blues, rock, film music, and minimalism, exploring themes of cultural hierarchy, technology, race, and transnationalism. Prerequisite(s): First-year writing seminar or instructor consent. (Typically offered every other year)

## MUSIC

### **MUSC H303 ADVANCED TONAL HARMONY**

*Ingrid Arauco*

Humanities (HU)

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills. Prerequisite(s): MUSC 204 or instructor consent. (Offered Fall 2017)

### **MUSC H304 COUNTERPOINT**

*Curtis Cacioppo*

Humanities (HU)

18th-century contrapuntal techniques and forms with emphasis on the works of J.S. Bach. Composition of two-part contrapuntal dances and inventions, canon, chorale prelude, fugue in three voices. Attention is also paid to counterpoint in later style periods, especially the twentieth century. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite(s): MUSC 204 or instructor consent. (Offered Spring 2018)

### **MUSC H325 SEMINAR IN 20TH/21ST CENTURY MUSIC**

*Ingrid Arauco*

Humanities (HU)

Study of composers, works, and trends since 1900, with reference to theoretical and aesthetic writings and their relation to world events. Recent topics have included European émigré influence on American music, and Make It New: Music by Philadelphia Composers. Prerequisite(s): MUSC 204 or instructor consent. (Offered Spring 2018)

### **MUSC H480 INDEPENDENT STUDY**

*Staff*

Humanities (HU)

Prerequisite(s): Approval of department and consent of instructor. (Offered Fall 2017)

# NEUROSCIENCE (BI-CO)

[haverford.edu/neuroscience](http://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 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.

## LEARNING GOALS

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.

## MINOR REQUIREMENTS

- HC PSYC 217 (Behavioral Neuroscience) or BMC PSYC 218 (Behavioral Neuroscience) or BMC BIOL 202 (Introduction to Neuroscience).
- Five credits from the list of approved courses (see the Neuroscience website), with these constraints:

- The five credits must sample from three different disciplines.
- At least three of the five credits must come from primary neuroscience courses (List A).
- At least one of the credits must be at the 300-level or higher.
- One of the five credits may come from supervised senior research in neuroscience.
- No more than two of the six minor credits may count towards the student's major.
- No more than two of the six minor credits may come from institutions outside of the Bi-Co.

A current list of approved courses, divided into List A: Primary Neuroscience and List B: Allied Disciplines, is linked from the Neuroscience Minor website.

## FACULTY

### *At Haverford:*

#### **Laura Been**

Assistant Professor of Psychology  
Neuroscience Minor Coordinator

#### **Rebecca Compton**

Professor of Psychology

#### **Roshan Jain**

Assistant Professor of Biology

#### **Mary Ellen Kelly**

Visiting Assistant Professor of Psychology

### *At Bryn Mawr:*

#### **Dustin Albert**

Assistant Professor of Psychology

#### **Peter Brodfuehrer**

Professor of Biology

#### **Karen Greif**

Professor of Biology

#### **Anjali Thapar**

Professor of Psychology

#### **Earl Thomas**

Professor of Psychology

# PEACE, JUSTICE, AND HUMAN RIGHTS

haverford.edu/pjhr

The Interdisciplinary Concentration in Peace, Justice and Human Rights offers students 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, and apply philosophical, social scientific and ethical reasoning to real-world 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.

## LEARNING GOALS

Students who complete the Interdisciplinary Concentration in Peace, Justice and Human Rights will possess:

- knowledge of the various schools of thought and modes of practice of peace, justice and human rights.
- familiarity with diverse approaches to conflict and peace.
- fluency with various schools of ethical and

legal thought.

- understanding of the complexity of international and domestic issues of peace, justice and human rights.
- confidence in the ability to understand and analyze philosophical and practical problems, and come up with creative solutions to these problems.
- good oral and written communication skills, gained through discussion of ideas, the practice of writing, and the practices of speaking and teaching, commenting on the work of peers, and revision of work over time.
- a working sense of the ways in which theory and practice are different but inseparable.
- ability to formulate and advance original arguments about issues of peace, justice and human rights.
- sensitivity to the different factors affecting reception of arguments about divisive or emergent issues.
- experience with field methods, archival research, practical internships or other work or study outside of the traditional classroom setting.
- insight into what interdisciplinary study entails and how it complements or augments work within the disciplines, including a sense of the differing methodological approaches: historical/archival, philosophical, legal, ethnographic, institutional, textual.
- aptitude for communicating and collaborating with peers—and audiences in the wider world—whose disciplinary language, values and methodological concerns differ.
- humility with regard to the complexity of conflict and its resolution.

## CONCENTRATION REQUIREMENTS

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.

### Core Courses

We require all concentrators to take three core courses:

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- 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 their 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 PJHR and a focus on questions of sovereignty, POLS 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 their focus with the concentration director.

### SENIOR PROJECT

All PJHR seniors will take a Capstone course in the fall of their senior year that will help concentrators integrate scholarship, theory, library and field research, and policy perspectives, and communicate about the work they are doing in their majors with students from other disciplines. The capstone incorporates discussion, research assignments, collaboration, a student-organized conference, and a dossier of student work in the concentration. Note: Work for the thesis in each student’s major may overlap with work for the concentration but need not.

### CONCENTRATIONS & INTERDISCIPLINARY MINORS

The PJHR concentration contributes to many programs on campus, including the following two minors:

- **Environmental Studies:** The Environmental Studies 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.

- **Health Studies:** The goal of the Health Studies Minor is to give greater context to the issues facing health professionals on local, national, and global scales. The structure of this program is intentionally multidisciplinary, bringing scientists together with social science and humanities professors to guide students through the political, cultural and ethical questions that relate to health issues worldwide.

### INTERNSHIP OR RESEARCH EXPERIENCE

The program encourages students to take advantage of the many opportunities for enriching their academic work through independent research and/or internships, in both domestic and international settings. This will help students face the challenges of integrating data and theory into original analyses. Possibilities include traditional social science fieldwork, archival research in the humanities, guided research in the sciences, advanced work in applied ethics backed by research, and so on. Haverford students may seek support through Haverford’s Center for Peace and Global Citizenship (CPGC), from the John B. Hurford ‘60 Center for the Arts and Humanities, or the Koshland Integrated Natural Sciences Center (KINSC).

Examples of recent CPGC-funded projects include: an internship with the Women’s International League for Peace and Freedom; a humanitarian relief project in Panabaj, Guatemala following civil war and a devastating mudslide; research into the struggles of Philadelphia refugees from conflict zones; a summer internship at a school for street children in Indonesia; internships at Voice of Witness in San Francisco; and participation in the World Social Forum in Venezuela.

### FACULTY

**Adam Rosenblatt**  
Visiting Assistant Professor

**Jill Stauffer**  
Associate Professor, Director of the  
Interdisciplinary Concentration in Peace, Justice,

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and Human Rights, and Affiliated Faculty  
Member of the Philosophy Department

### COURSES

#### **PEAC H101 INTRO TO PEACE, JUSTICE AND HUMAN RIGHTS**

*Jill Stauffer*

Social Science (SO)

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. (Offered Fall 2017 and Spring 2018)

#### **PEAC H119 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS**

*Bret Mulligan*

Humanities (HU)

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 play Athenian characters to 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. Crosslisted: Classical Studies, PJHR (Offered Fall 2017)

#### **PEAC H201 APPLIED ETHICS OF PEACE, JUSTICE AND HUMAN RIGHTS**

*Jill Stauffer*

Humanities (HU)

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. No prerequisites. (Offered Spring 2018)

#### **PEAC H202 FORGIVENESS, MOURNING, AND MERCY IN LAW AND POLITICS**

*Jill Stauffer*

This course examines the possibilities and limits of forgiveness, apology and mercy in politics, and the role mourning plays in recovery from violence. In our readings we will focus on specific historic and contemporary instances of

forgiveness and apology, violence and recovery; but our overall approach to the topic will be philosophical: The course will propose a thought experiment wherein we subject our ideas and presuppositions about what justice is, what it can and cannot be, and what forgiveness is, and what it can and cannot do, to a critical reappraisal. Crosslisted: PJHR, Philosophy; Prerequisite(s): PEAC 101 or 201, a Philosophy course, or instructor consent. (Typically offered every other year)

#### **PEAC H207 CRUISING HOME: QUEER KINSHIP IN THEORY AND PRACTICE**

*Staff*

Humanities (HU)

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. Crosslisted: PJHR, English (Offered occasionally)

#### **PEAC H231 THINKING DIFFERENTLY: POLITICS AND PRACTICES OF NEURODIVERSITY**

*Adam Rosenblatt*

Social Science (SO)

Neurodiversity is a growing area of disability/social justice activism. This course explores evolving understandings of autism, depression, and other forms of neurodivergence in the U.S. and the world, triumphs and challenges of advocacy efforts, and design for inclusion. Crosslisted: PJHR, Anthropology, Health Studies; Prerequisite(s): A 100-level course in PJHR, Health Studies, anthropology, or instructor consent. (Offered Spring 2018)

#### **PEAC H213 BIOETHICS & SOCIAL JUSTICE**

*Staff*

Social Science (SO)

This course offers social science perspectives on bioethics. It takes as its object of investigation bioethics itself and the conditions of its possibility and emergence in the last 50 years as a complex, netting together a growing assembly of actors, objects, relations, sites, and issues under the aegis of the good and the just in science and medicine. But how is the good and just defined; by whom;

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why; and with sorts of consequences for life and death, health and illness, survival and injury? Topics (i.e., problems, questions, case studies) include definitions of life, death, personhood; access to medical care and pharmaceuticals; biological experimentation and pharmaceutical trials; sex and the body; race, gender, and medical discrimination; health equity, social justice, and human rights. Prerequisite(s): One social science course or instructor consent. (Offered occasionally)

### **PEAC H268 ARTISTS UNDER THE POLICING GAZE OF THE STATE: POLITICS, HISTORY, AND PERFORMANCE**

*Aniko Szucs*

Humanities (HU)

An investigation of what permanent surveillance meant and means today for society at large and for individual artists living under its pressure, through interdisciplinary texts on the theory and history of surveillance and artworks in multiple genres and media. Crosslisted: Comparative Literature, PJHR, Independent College Programs; Prerequisite(s): Sophomore standing or instructor consent. (Offered Fall 2017)

### **PEAC H284 ORGANIZATIONS, MISSIONS, CONSTRAINTS: SOCIAL JUSTICE WORK IN THEORY AND PRACTICE**

*Adam Rosenblatt*

Social Science (SO)

Dilemmas and challenges of social justice organizations, including competing models of social change, fundraising, diversity, mental health, and how to measure impact. Includes guest speakers from NGOs and student research on a specific organization/service site. Crosslisted: PJHR, Political Science; Prerequisite(s): PEAC 101 or PEAC 201 or a POLS course or instructor consent. (Offered Fall 2017)

### **PEAC H300A ADVANCED TOPICS IN PJHR: ETHICS OF CARE AND INTERDEPENDENCE: SELF, OTHER, WORLD**

*Adam Rosenblatt*

Humanities (HU)

An exploration of care and interdependence as complex and often undervalued facets of ethics, labor, and social justice. Includes theoretical, ethnographic, and policy-oriented readings in feminist philosophy, disability studies, critical

education studies, public health, and humanitarianism. (Offered Fall 2017)

### **PEAC H300B ADVANCED TOPICS IN PJHR: ETHICS OF TEMPORALITY: TIME, JUSTICE, AND RESPONSIBILITY**

*Jill Stauffer*

Humanities (HU)

This seminar will pose questions of how law and time intersect, focusing on cases where changing our understanding of time might help law do better, or changing our idea of law might help us understand what is at stake in different stories about time. Cases we'll consider include: how international law judges child soldiers (time, aging and responsibility); the length of time it takes for an international trial to conclude (both a long span of years and a hope that what gets adjudicated in the present moment redresses a past for the sake of a better future); how North American courts hear or fail to hear indigenous oral history as evidence in land claims cases (traditions with very different ideas of what it means for time to pass trying to communicate about what happened in the past and how that should be judged in the present moment). Students may focus their research work on these cases or on other areas of their choice. Readings will come from philosophy, political theory, legal theory, anthropology, literature, and various other sources. Prerequisite(s): PEAC 101 or 201 or instructor consent. (Offered Spring 2018)

### **PEAC H307 HUMAN RIGHTS AND THE DEAD**

*Adam Rosenblatt*

Humanities (HU)

This course explores the material presence of dead bodies as reminders of the effects of violence, objects of mourning, and problems for those who seek to move forward into a new, post-conflict future. It focuses especially on forensic science as a tool for clarifying the fate of victims, prosecuting perpetrators, and identifying remains on behalf of loved ones, and also on the impact of cultural differences in attitudes towards the dead. Students contribute to an ongoing digital scholarship project, "Atlas of the Dead." Prerequisite(s): A 200-level course in PJHR, political science, anthropology, or instructor consent. (Typically offered every year)

### **PEAC H313 SOCIAL JUSTICE: A WORKSHOP ON ETHICS AND SOCIAL CHANGE**

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*Terrance Wiley*

Social Science (SO)

This interdisciplinary course (workshop) will pivot around close readings of classic and contemporary writings and robust discussions with distinguished visitors about the ethical dimensions of and practical responses to contemporary social conditions, problems, and controversies. Crosslisted: Independent College Programs (HU), PJHR (SO) (Typically offered every fall)

### **PEAC H315 ORAL HISTORY AND ACTIVISM**

*Anne Balay*

Humanities (HU)

This course explores the ethics, politics, and practice of oral history as an activist research methodology, focusing on the theory, practice and ethics of documenting oral histories. Students will get training and practice in oral history.

Prerequisite(s): PEAC 101 or 201 or a 200-level course in political science, English, anthropology, sociology, or instructor consent. (Offered Fall 2017)

### **PEAC H316 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. Prerequisite(s): One 200-level, preferred 300-level course, or instructor consent. (Offered Spring 2018)

### **PEAC H317 INTERNATIONAL LAW: HISTORY, STRUCTURE, PRINCIPLES**

*Thomas Donahue*

Social Science (SO)

International law is a system of norms by which states regulate their treatment of each other and of each other's citizens. But many say that it is nothing more than diplomats making promises they intend to break at the first opportunity. Are they right, or can international law help bring order, peace, and justice to world affairs? This course will help students answer this question by exploring the history, structure, and principles of

international law. We focus on its scope, sources, subjects, content, enforcement mechanisms, and authority compared to domestic law. Crosslisted: Political Science, PJHR; Prerequisite(s): One course in the social sciences, PJHR, or philosophy, or instructor consent. (Typically offered every other fall)

### **PEAC H319 HUMAN RIGHTS IN PHILADELPHIA AND PENNSYLVANIA—IN NATIONAL AND GLOBAL CONTEXT**

*Eric Hartman*

Social Science (SO)

This course considers human rights as moral aspirations and as interdependent experiences created through civil law, drawing on student internships with social sector organizations in Philadelphia and throughout the United States, to interrogate the relationship between social issues and policy structures. Prerequisite(s): An internship through the Center for Peace and Global Citizenship. Exceptions may be made for students involved in other forms of sustained community engagement and/or activism. (Offered Fall 2017)

### **PEAC H322 POLITICS OF MEMORY IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. (Typically offered every year)

### **PEAC H334 POLITICS OF VIOLENCE**

*Anita Isaacs*

Social Science (SO)

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

## PEACE, JUSTICE, AND HUMAN RIGHTS

strife. Our cases studies for spring 2015 are Syria, Palestine, Sierra Leone, Rwanda, Colombia and El Salvador. Crosslisted: Political Science, PJHR (Offered Spring 2018)

### **PEAC H395 CAPSTONE IN PEACE, JUSTICE AND HUMAN RIGHTS**

*Jill Stauffer*

Humanities (HU)

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. For PJHR senior concentrators. (Offered Fall 2017)

### **ECON H206 MICROFINANCE: THEORY, PRACTICE AND CHALLENGES**

*Shannon Mudd*

Social Science (SO)

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. (Offered Spring 2018)

### **ECON H298 IMPACT INVESTING**

*Shannon Mudd*

Social Science (SO)

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. Crosslisted: Economics, Independent College Programs, PJHR; Prerequisite(s): ECON 104 or 105 or 106. (Offered Fall 2017)

### **HIST H268 WAR AND MILITARY CULTURE IN CHINA**

*Paul Smith*

Social Science (SO)

This course surveys the role of war and the tension between civil and martial values in Chinese history, the place of China's military arts and sciences in global history, and literary and biographical representations of China's experience of war. Crosslisted: History, East Asian Languages & Cultures; Prerequisite(s): Sophomore standing and above or instructor consent. (Typically offered every three years)

### **POLS H205 BORDERS, IMMIGRATION, AND CITIZENSHIP**

*Paulina Ochoa Espejo*

Social Science (SO)

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(s): One introductory political science course or instructor consent. (Typically offered every other year)

### **POLS H301 DEVELOPMENT, HUMAN RIGHTS, AND TRANSNATIONAL INJUSTICES**

*Thomas Donahue*

Social Science (SO)

What are the worldwide obstacles to peace and justice? How can we surmount them? This course examines theories of some of the leading obstacles to peace and justice worldwide, and of what global citizens can do about them. The three obstacles we consider are colonialism and its legacies, whether we live in a global racial order, and whether the global economic order harms the poor and does them a kind of violence. The two solutions we will consider are the project of economic and social development, and the practice of human rights. The course aims, first, to give students some of the knowledge they will need to address these problems and be effective global citizens. Second, to understand some of the major forces that shape the present world order. Third and finally, to hone the skills in analysis, theory-building, and arguing that are highly valued in legal and political advocacy, in public life and the professions, and in graduate school. (Offered Fall 2017)

### **POLS H319 WHAT WE OWE TO GROUPS: THE ETHICS AND POLITICS OF COLLECTIVE LIFE**

*Thomas Donahue*

Social Science (SO)

## **PEACE, JUSTICE, AND HUMAN RIGHTS**

Social groups provide us with great benefits. At the same time, they lay heavy demands on us. What should we make of this? We examine leading theories of the value and nature of identifying with, being loyal to, taking responsibility for, and being in solidarity with some of the groups that loom largest in social and political life. We look at nations, states, citizenries, corporations, political parties, crowds, social movements, racial groups, gender groups, economic classes, and cultural groups. Prerequisite(s): One intermediate-level course in the social sciences, PJHR, or philosophy, or instructor consent. (Offered Fall 2017)

### **POLS H365 SOLIDARITY ECONOMY MOVEMENTS**

*Craig Borowiak*

Social Science (SO)

An intensive research seminar critically examining efforts to create alternatives to capitalism. Will include both theoretical and practical readings. Domestic and international case studies might include cooperatives, community gardens, participatory budgeting, community currencies, and ecovillages, among other possibilities. (Offered Spring 2018)

### **RELG H268 ANARCHISM: RELIGION, ETHICS, POLITICAL OBLIGATION**

*Terrance Wiley*

Humanities (HU)

Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy and religious movement. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement. (Offered Spring 2018)

# 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, ancient philosophy, 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 meaning or with puzzles that arise on reflection about language.

The Department of Philosophy helps students in all disciplines 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, the most fundamental understanding of who we are and how we should live. Because the study of philosophy is essentially reflexive, we also encourage students to contemplate upon and challenge the methods of philosophy as well as its history, goals, and achievements.

## 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.

## LEARNING GOALS

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 written and verbal.
- achieve literacy in a wide range of

philosophical works and develop thoughtful views about their interrelations.

- develop attitudes and habits of reflection, as well as appreciation for the complexities of significant questions in all aspects of their lives and the courage to address those complexities.

## CURRICULUM

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

- One philosophy course at the 100 level, or Bryn Mawr Philosophy 101, 102, or 201, or the equivalent elsewhere.
- Five philosophy courses at the 200 level, at least four of which must be completed by the end of the junior year, and three philosophy courses at the 300 level.
- The Senior Seminar (399A and 399B).

The eight courses at the 200 and 300 level must furthermore satisfy the following requirements:

- **Historical:** One course must be from among those that deal with the history of European philosophy prior to Kant.
- **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.
- **Systematic coherence:** Four of these courses, two at the 200 level and two at the 300 level, must exhibit some systematic

## PHILOSOPHY

coherence in theme or subject satisfactory to the major advisor and department.

Students who elect to major in philosophy but are unable to comply with normal requirements because of special circumstances should consult the chairperson regarding waivers or substitutions.

Majors are also encouraged 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), and one must be concerned with philosophical texts written before the twentieth century. This third requirement can be satisfied concurrently with either of the other two (e.g., by taking a course in ancient ethics, or in Descartes' metaphysics), or can be satisfied separately from the other two.

### SENIOR PROJECT

The capstone of the philosophy major is the Senior Seminar. This two course seminar (PHIL 399A and PHIL 399B) comprises (1) a year-long research project culminating in a senior thesis, (2) student presentations and discussion of the students' works-in-progress in preparation for the final, formal presentation of the thesis at the end of the spring term, and (3) seminars with visiting speakers throughout the senior year.

The senior thesis (thirty pages) is on a topic of the student's choice. It is written under the supervision of a first reader who meets with the student on a regular basis throughout the year, usually weekly. A second reader also reads and comments on the student's written work and may also meet regularly with the student. In the fall, students write a twenty-page research paper introducing the literature on the topic and the issues it involves. In the spring, students build on

this base, developing an analysis of the issues and an argument in defense of the conclusions drawn. A draft of the thesis is submitted in March; the final version is due the end of April.

After a very short initial presentation in the fall to introduce their research topics, students give three substantial presentations of their work: at the end of the fall semester, in March, and in May. Each presentation is followed by a question period.

In preparation for the fall Altherr Symposium, featuring a speaker of the students' choice, students and faculty read works by the Altherr speaker, and students prepare discussion questions both for the Symposium lecture and for the seminar with the speaker. Seniors also attend all other invited speaker events, of which there are four or five over the course of the year, and they have a short seminar with each speaker to further discuss the presented work.

### Senior Project Learning Goals

In the process of researching and writing the senior thesis, students should acquire and demonstrate:

- the ability to articulate a philosophically rich but also manageable research question.
- the ability to locate and to learn from relevant work on the topic by other philosophers.
- the ability to assess critically and fairly other positions and views, and to develop arguments in support of those assessments.
- the ability to explain in a compelling way the philosophical interest of the research topic and to develop a sustained and cogent philosophical argument for the conclusions reached.

In the course of repeated presentations and discussions, students should acquire and demonstrate:

- the capacity to develop and enact thoughtful and effective presentations.
- the ability to respond constructively to presentations on a very wide range of philosophical topics, even those with which one is unfamiliar.
- the ability to respond productively to questions about and criticisms of one's work.

### Senior Project Assessment

A student's faculty advisors collectively assess the thesis project (written and oral components) on

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the following criteria:

- **Conceptualization of Research Question and Historical Argument:** Students acknowledge and explore the full implications of an innovative thesis question.
- **Familiarity with and Understanding of Primary Texts:** Students engage primary sources to answer their research question and display a creative approach to existing sources or bring new and illuminating sources to bear on their research question.
- **Engagement with Secondary Literature:** Students demonstrate mastery of scholarly literature that pertains to their thesis topic by synthesis of and contribution to the scholarly conversation.
- **Methodological and Theoretical Approach:** Students ground their theses in current knowledge about their historical period, demonstrating a thorough understanding of relevant methodological and theoretical issues.
- **Quality of Argument:** Students construct a well reasoned, well structured, and clearly expressed argument.
- **Clarity of Writing:** Writing is consistently engaging, clear, well organized, and enjoyable to read.
- **Oral Presentation:** At the end of the semester, students demonstrate comprehensive understanding of their topic in an articulate and engaging presentation and are able to provide innovative and thoughtful answers to questions. Student demonstrates capacity to connect thesis project to prior coursework in history and related disciplines.

### REQUIREMENTS FOR HONORS

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.

### TRAVEL GRANTS

Travel grants of up to \$100 each will be available to be awarded to philosophy majors (juniors and seniors) for travel to scholarly conferences. Students presenting papers at undergraduate conferences will be given priority, and no student will be eligible for more than one grant in a given academic year.

### CAREERS AND GRADUATE WORK

Because the study of philosophy strengthens both the skill of analytical thinking characteristic of scientific investigation and the interpretive reasoning skills of the humanist, in addition to producing strong verbal and writing skills, 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 areas such as medicine, law, education, writing, public service, architecture, and business.

### FACULTY

#### **Benjamin Berger**

Visiting Assistant Professor of Philosophy

#### **Ashok Gangadean** (*on leave Fall 2017*)

The Emily Judson and John Marshall Gest Professor of Global Philosophy

#### **Danielle Macbeth**

T. Wistar Brown Professor of Philosophy

#### **Jerry Miller**

Associate Professor of Philosophy

#### **Brooks Sommerville**

Visiting Assistant Professor of Philosophy

#### **Joel Yurdin**

Department Chair and Associate Professor of Philosophy

#### ***Affiliated Faculty:***

#### **Jill Stauffer**

Assistant Professor and Director of the Interdisciplinary Concentration in Peace, Justice and Human Rights

### COURSES

#### **PHIL H102 MODERN THEORIES OF CONSCIOUSNESS: RATIONAL ANIMALS**

*Brooks Sommerville*

Humanities (HU)

This course examines the role played by the self in the systems of four philosophers: Plato, Aristotle, René Descartes, and David Hume. This list by no means is meant to suggest that all four

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philosophers are working with the same conception of the self: part of our challenge will be to chart how this conception changes from author to author. For Plato and Aristotle, our focus will be on their accounts of the soul. For Descartes and Hume, our focus will be on their conceptions of the self as a thinking subject. (Offered Fall 2017 and Spring 2018)

### **PHIL H106 THE PHILOSOPHY OF CONSCIOUSNESS AND THE PROBLEM OF EMBODIMENT**

*Benjamin Berger*

Humanities (HU)

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. (Offered Fall 2017 and Spring 2018)

### **PHIL H107 HAPPINESS, VIRTUE, AND THE GOOD LIFE**

*Joel Yurdin*

Humanities (HU)

Happiness is something that we all want, but what exactly is it? This course considers the nature of the virtues and their roles in a happy life, the relations between happiness and morality, and the meaning (or meaninglessness) of life. Readings from classic and contemporary sources, including Plato, Aristotle, Kant, Nagel, and Wolf. (Offered Spring 2018)

### **PHIL H110 MIND AND WORLD**

*Danielle Macbeth*

Humanities (HU)

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. (Offered Fall 2017)

### **PHIL H111 THE WICKED AND THE WORTHY**

*Jerry Miller*

Humanities (HU)

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? This course examines such concerns through a survey of the history of ethical philosophy. In assessing ethical “first principles” we will consider as well questions of intentionality, power, and historical value. Readings include selections from Mill’s *Utilitarianism*, Kant’s *Groundwork of the Metaphysics of Morals*, and Nietzsche’s *Beyond Good and Evil*. (Offered Fall 2017)

### **PHIL H210 PLATO**

*Joel Yurdin*

Humanities (HU)

A close reading of the Protagoras. With its wide range of topics and vivid drama, this is arguably the richest of Plato’s so-called ‘Socratic’ dialogues. We will first read through the dialogue at a brisk pace, and then on the second pass we will read more closely, consulting the occasional secondary source on certain technical points. Some of the themes covered in this course will be: the value of moral education; justice and its origins; Socratic method and its limitations; the nature of methodological disputes in philosophy; the unity of the virtues; weakness of will; the relationship between philosophy and literature. (Not offered 2017-18)

### **PHIL H212 ARISTOTLE**

*Brooks Sommerville*

Humanities (HU)

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. (Offered Spring 2018)

### **PHIL H222 EARLY MODERN BRITISH PHILOSOPHY**

*Joel Yurdin*

Humanities (HU)

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. (Not offered 2017-18)

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### **PHIL H243 TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY**

*Benjamin Berger*

Humanities (HU)

An introduction to key readings in 20th century continental philosophy covering areas of phenomenology, existentialism, poststructuralism, and critical identity theory. Of primary importance will be issues of language, embodiment, and knowledge. (Offered Spring 2018)

### **PHIL H250 HEGEL AND AFTERWARD**

*Benjamin Berger*

Humanities (HU)

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(s): 100-level Introductory Philosophy course at HC or BMC, or instructor consent. (Offered Fall 2017)

### **PHIL H251 PHILOSOPHY OF MIND**

*Danielle Macbeth*

Humanities (HU)

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. (Offered Spring 2018)

### **PHIL H253 ANALYTIC PHIL OF LANGUAGE**

*Danielle Macbeth*

Humanities (HU)

A close study of seminal essays by Frege, Russell, Kripke, Quine, Davidson, and others focusing 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. Prerequisite(s): One 100 level class or its equivalent, or instructor consent. (Not offered 2017-18)

### **PHIL H255 VIRTUE EPISTEMOLOGY**

*Danielle Macbeth*

Humanities (HU)

An introduction to various issues in the theory of knowledge through a critical examination of recent work aiming to understand what it is good to believe by appeal to the virtues of an intellectually good person. (Not offered 2017-18)

### **PHIL H257 CRITICAL APPROACHES TO ETHICAL THEORY**

*Jerry Miller*

Humanities (HU)

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 social subjectivity and formations of sexual desire. (Typically offered every fall)

### **PHIL H259 STRUCTURALISM AND POST-STRUCTURALISM**

*Jerry Miller*

Humanities (HU)

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 language, meaning, and representation. Readings include Barthes, Althusser, Foucault, Derrida, Kristeva, and Jameson. (Offered Fall 2017)

### **PHIL H260 HISTORICAL INTRODUCTION TO LOGIC**

*Danielle Macbeth*

Humanities (HU)

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. (Offered Fall 2017)

### **PHIL H261 EXPERIENCE, KNOW-HOW, AND SKILLED COPING**

*Joel Yurdin*

Humanities (HU)

An investigation of three debates concerning the character of experiential knowledge. (1) Is

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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? (Offered Fall 2017)

### **PHIL H265 VALUE THEORY**

*Jerry Miller*

Humanities (HU)

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. (Offered Spring 2018)

### **PHIL H301 TOPICS IN PHILOSOPHY OF LITERATURE: JAQUES DERRIDA**

*Jerry Miller*

Humanities (HU)

(Offered Spring 2018)

### **PHIL H311 TOPICS IN GREEK PHILOSOPHY**

*Joel Yurdin*

Humanities (HU)

This course explores the connection between two questions in the history of moral philosophy: i) What is pleasure?; and ii) What is its contribution to a happy life? We begin with the ancients, specifically Plato, Aristotle, and Epicurus. We then turn to some modern authors: John Stuart Mill, G.E. Moore, Robert Nozick, Derek Parfit, and Fred Feldman. In each case, our focus will be on the connection between their conceptions of pleasure, on the one hand, and their assessments of its value, on the other. While the subject of pleasure seems to fall squarely to the moral philosopher, we will see that conceptual questions about the nature of pleasure lead directly into key issues in metaphysics and epistemology as well. (Not offered 2017-18)

### **PHIL H335 TOPICS IN MODERN EUROPEAN PHILOSOPHY: PHILOSOPHY AND ENVIRONMENT**

*Benjamin Berger*

Humanities (HU)

(Offered Fall 2017)

### **PHIL H350 TOPICS IN THE PHILOSOPHY OF MATHEMATICS**

*Danielle Macbeth*

Humanities (HU)

(Offered Spring 2018)

### **PHIL H354 TOPICS IN METAPHYSICS: THE PHILOSOPHY OF JOHN MCDOWELL**

*Danielle Macbeth*

Humanities (HU)

John McDowell is widely regarded as one of the greatest living philosophers writing in English today. In this course we will begin by reading his Locke Lectures, delivered at Oxford University in AY 90/91 and published as *Mind and World*. We will then turn to a selection of his essays chosen by students in the class. McDowell has written on an enormous range of topics—ethics, ancient philosophy, philosophy of mind, philosophy of language, aesthetics, and more—so there is bound to be something for everyone. If there is interest, we may already read a few essays in an exchange McDowell and Charles Travis have had (and are still having) on perceptual content. (Not offered 2017-18)

### **PHIL H360 TOPICS IN PHILOSOPHICAL PSYCHOLOGY**

*Joel Yurdin*

Humanities (HU)

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. Prerequisite(s): 200-level course in philosophy or psychology or instructor consent. (Offered Fall 2017)

### **PHIL H370 TOPICS IN ETHICAL THEORY: RACE**

*Jerry Miller*

Humanities (HU)

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. (Not offered 2017-18)

### **PHIL H399 SENIOR SEMINAR**

*Joel Yurdin*

Humanities (HU)

This course has several components: (a) participation in the Altherr Symposium, including three to four meetings devoted to preparation for the symposium, (b) participation in the Distinguished Visitors series, (c) the writing of a senior thesis, and (d) presentation of one's work for critical discussion with others in the seminar,

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as well as a final formal presentation. (Offered Fall 2017)

### PHIL H402 DISCUSSION LEADERS

*Brooks Sommerville*  
Humanities (HU)  
(Not offered 2017-18)

### PHIL H407 DISCUSSION LEADERS

*Joel Yurdin*  
Humanities (HU)  
(Offered Spring 2018)

### PHIL H410 DISCUSSION LEADERS: MIND AND WORLD

*Danielle Macbeth*  
Humanities (HU)  
(Offered Fall 2017)

### PHIL H411 DISCUSSION LEADERS: THE WICKED AND THE WORTHY

*Jerry Miller*  
Humanities (HU)  
(Offered Fall 2017)

### Courses in Global Philosophy

The philosophy curriculum additionally provides courses in global philosophy that seek to cultivate global literacy for all students in the liberal arts across diverse majors. 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.

### PHIL H103 GLOBAL ETHICS

*Ashok Gangadean*  
Humanities (HU)  
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*. (Offered Spring 2018)

### PHIL H104 GLOBAL WISDOM

*Ashok Gangadean*  
Humanities (HU)  
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 offered 2017-18)

### PHIL H241 HINDU PHILOSOPHY

*Ashok Gangadean*  
Humanities (HU)  
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*. (Offered Spring 2018)

### PHIL H242 BUDDHIST PHILOSOPHY IN A GLOBAL CONTEXT

*Ashok Gangadean*  
Humanities (HU)  
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 offered 2017-18)

### PHIL H254 METAPHYSICS: GLOBAL ONTOLOGY

*Ashok Gangadean*  
Humanities (HU)  
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

## PHILOSOPHY

in global context. Heraclitus, Plato, Aristotle, Descartes, Spinoza, Kant, Heidegger, Whitehead...and other ontologists are explored. (Not offered 2017-18)

### **PHIL H342 ZEN THOUGHT IN A GLOBAL CONTEXT**

*Ashok Gangadean*

Humanities (HU)

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(s): An introductory philosophy course (100 series) and either 241 (Hindu Thought) or 242 (Buddhist Thought) or a course in religion or East Asian Thought or instructor consent (Not offered 2017-18)

# PHYSICS

haverford.edu/physics

The physics program provides majors with a high level of competency in many facets of physics, including experimental laboratory skills, physical problem-solving, mathematical expertise and scientific computing, in addition to considerable physics content knowledge.

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, such as 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. All students receive advanced training in at least three of the foundational areas of physics (including mechanics, electricity and magnetism, thermal and statistical physics and quantum mechanics). We also provide opportunities to participate in original research with faculty members.

## LEARNING GOALS

We expect that physics students should be able to solve problems independently in the main areas covered in our curriculum, not only by applying equations straightforwardly to solve standard problems, but also by translating their knowledge into solutions of novel physical scenarios. Students are expected to both gain content knowledge, both conceptual and quantitative, as well as process skills (e.g., the use of mathematical tools such as Fourier analysis, as well as computer methods for solving equations) appropriate for each course. Our laboratories, for instance, require substantial independent hands-on experimental work, teamwork, data analysis and reporting (in the form of a journal article in our advanced laboratories), and oral reporting, to allow the instructor to assess the level of understanding and performance of each student.

## CURRICULUM

The department offers a unified coherent curriculum through the first two years, covering mechanics, thermal physics, waves, optics, electricity and magnetism, fluid mechanics, quantum mechanics and special relativity. We

provide several different paths to enter the study of physics to accommodate differing levels of preparation and other academic interests. After the second year, we encourage students to select among course options according to their interests, so the actual content of the program can be different for different students. All students receive advanced training in at least three of the foundational areas of physics (including mechanics, electricity and magnetism, thermal and statistical physics and quantum mechanics). We also provide opportunities to participate in original research with faculty members.

We advise prospective majors in all of the science disciplines to study some physics in their first or second year at Haverford, given that all contemporary sciences rely heavily on basic physical principles. There are three different introductory options:

- PHYS 101 and 102 constitute a year-long, self-contained treatment of all of physics, with particular attention to applications in the life sciences.
- PHYS 105 and 106 use calculus somewhat more intensively and are designed for students who expect to continue their study of physics in other courses, in the Physics, Astronomy or Chemistry Departments.
- PHYS 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.

A typical course sequence introducing both the traditional major and the minor consists of PHYS 105 (or 115), 106, 213, 214, and the 211 and 301 laboratories. However, students beginning their study in PHYS 101 and 102 may continue with PHYS 213 and join the major or minor as well.

PHYS 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 ASTR/ PHYS 152, which is intended for first-year students considering a physical science major who would like an opportunity to study recent developments in astrophysics.

PHYS 213 and 214 and their associated

## PHYSICS

laboratories (PHYS 211 and 301) serve as an introduction to waves, electronics, optics, mathematical methods in physics and quantum physics. We also offer a set of 300-level lecture courses covering core areas of physics as well as some topical subjects such as solid state physics and computational astrophysics.

In addition to concentrated study in core areas of physics, such as statistical physics and quantum mechanics, the department emphasizes student participation in research with faculty members. Currently, we have active research programs in soft condensed matter and granular physics, astroparticle and early Universe physics, extragalactic astronomy, gravity wave physics, biological physics, and nanoscience. Courses numbered PHYS 412 to 415 and ASTR 404 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 PHYS 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.)

### MAJOR REQUIREMENTS

Physics offers three distinct programs: a traditional major, an interdisciplinary major designed to accommodate a focused plan of study in a different field, and a minor. The requirements for these three options are listed below.

#### Traditional Physics Major Requirements

- PHYS 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.
- MATH 121 (or 216) and 215 (or one of: MATH 222, the Bryn Mawr equivalent of MATH 215, another 200-level mathematics course with permission).
- Six upper-level courses from the Physics and Astronomy departments at Haverford or Bryn Mawr.
  - One of these must be a laboratory course such as PHYS 326 or Bryn Mawr 305.
  - Majors must take three of the four core

theoretical courses: PHYS 302, 303, 308, and 309.

- One of the six upper-level physics courses may be a 400-level research course.
- Majors may count either PHYS 459 or 460 among the six upper-level courses.
- Majors must take one course outside physics, at a level consistent with the student's background, in astronomy, biology, computer science, chemistry, engineering (at Penn or Swarthmore) or mathematics (beyond those courses required for the major). (This requirement is waived for double majors.)
- PHYS 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 12 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:

## PHYSICS

- Either PHYS 105 (or 115) and 106, or PHYS 101 and 102.
- PHYS 213 and 214 (our sophomore lecture course sequence) and PHYS 211 (sophomore-level laboratory course).
- MATH 121 (or 216) and 215 (or one of: MATH 222, the Bryn Mawr equivalent of MATH 215, another 200-level mathematics course with permission).
- Three 300-level physics lecture courses, two of which must be drawn from these core courses: PHYS 302, 303, 308, and 309.
- An upper-level laboratory course in the natural or applied sciences, such as PHYS 301, ASTR 341A, BIOL 300A or B, or CHEM 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 (PHYS 399) and the associated senior talk and thesis.

## MINOR REQUIREMENTS

- PHYS 105 (or 101 or 115) and PHYS 106 (or 102); PHYS 213, 214, 211 and PHYS 301 labs (or Bryn Mawr equivalents).
- MATH 121 (or 216) and MATH 215 (or one of: MATH 222, the Bryn Mawr equivalent of MATH 215, another 200-level mathematics course with permission).
- One of the four “core” 300-level lecture courses in physics at Haverford or Bryn Mawr: PHYS 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.

## SENIOR PROJECT

The senior research program demonstrates achievement in depth in a particular subfield of physics or astrophysics. Students participate in PHYS 399, a year-long, ½ credit senior seminar. We assess students by their performance on a short talk during the fall semester, a comprehensive talk or poster presentation in the spring semester and a senior thesis (typically 25-318

50 pages, including figures and references), written in the form of a scientific paper.

In addition, as part of the year-long senior seminar, senior physics majors study topics in scientific integrity in two student-led meetings, using readings and role-playing scenarios to learn best practices in the ethical conduct of research. They also receive training in life after Haverford, including how to choose and apply to graduate schools, and what careers are available outside science for physics majors.

Students are expected to place their senior research work in the context of the scientific literature in their field of study, and to present their results to an audience of professionals (for their thesis) and their peers (for the talk or poster). They are given training in searching and reading the scientific literature by each research supervisor, as well as specific materials through the senior seminar course.

Most students also take a senior research course for credit (though this is not required). Their work in this course also assesses their research accomplishments. The precise expectations and standards are necessarily different for theoretical and experimental research, and for each specific subfield of physics. However, a useful standard is that student theses ought to be comparable in quality to student-published works in the *American Journal of Physics*.

### Senior Project Learning Goals

We expect senior research in physics to demonstrate:

- a clear understanding of the scientific context of the research (including a review of the relevant scientific literature).
- mastery of the content and findings of the research.
- independent problem solving and ability to synthesize material.
- an understanding of the forward looking implications of the research findings.
- clarity in the public presentation of the research.

### Senior Project Assessment

The evaluation of students' overall work in the senior seminar includes both their content knowledge in their research area, and their ability to communicate this work. In the fall semester, students write up the introduction and

## PHYSICS

background sections of their senior thesis while getting training in researching and reading the scientific literature and properly referencing their bibliographic sources. They receive formative assessment from their senior thesis advisor on the fall paper, including suggestions for improvements on the final thesis. For the senior thesis, there are multiple rounds of assessment, since students get ongoing feedback from their research supervisors while writing their thesis, and they submit two distinct formal drafts which are read carefully by two faculty members who give extensive feedback. After each round, students must respond to this feedback while preparing their final thesis.

Similarly, each student gives a first short (10 minute) research talk in the fall and is given department-wide comments about how to improve this talk before they prepare and give their final senior presentation. Typically, each student practices each presentation several times, receiving detailed feedback from a supervisor in between to ensure they present their work at a level comparable with that of poster presentations and short talks at the American Physical Society or other comparable annual meetings.

The thesis research itself is evaluated for (i) a demonstrated understanding of the context and content of the research (including a review of the relevant scientific literature), (ii) independent problem solving and synthesis, and (iii) success in understanding the forward looking implications of the research.

The written and oral presentations of the research are evaluated for (i) a clear and appropriate writing style and (ii) well-curated visual displays of the research.

A further confirmation of quality is the number of senior research projects that lead to publication in a peer-reviewed scientific journal.

### REQUIREMENTS FOR HONORS

The departmental awards for honors in physics are 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.

### CONCENTRATIONS AND INTERDISCIPLINARY MINORS

Physics majors can pursue a concentration in scientific computing.

Physics majors with biological interests may also qualify for the biophysics concentration.

Physics majors may also take an area of concentration in education.

Each of these concentrations is described in its relevant section of the Catalog.

### AFFILIATED PROGRAMS

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. Students interested in materials science should also consult the related offerings in materials chemistry through Haverford's Department of Chemistry.

### STUDY ABROAD

Physics majors can and do pursue studies abroad. There are a number of programs, mostly in English-speaking countries, that allow physics majors to continue and broaden their studies in the field while abroad.

### FACILITIES

See the departmental web page for a description of laboratories, equipment and other special facilities for this program.

### FACULTY

**Theodore Brzinski**  
Assistant Professor

**Daniel Grin**  
Assistant Professor

**Suzanne Amador Kane**  
Chair & Professor

**Andrea Lommen**  
Professor

**Karen Masters**  
Associate Professor

## PHYSICS

### **Bruce Partridge**

Bettye and Howard Marshall Professor of Natural Sciences and Professor of Astronomy Emeritus

### **Kevin Setter**

Visiting Assistant Professor

### **Walter Smith**

The Paul and Sally Bolgiano Professor of Physics

### **Paul Thorman**

Laboratory Instructor

## COURSES

### **PHYS H101 CLASSICAL AND MODERN PHYSICS I**

*Suzanne Amador Kane*

Natural Science (NA), Quantitative (QU)  
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(s): Calculus at the level of MATH H105 or equivalent should be taken prior to or concurrently with this course. (Offered Fall 2017)

### **PHYS H102 CLASSICAL AND MODERN PHYSICS II**

*Staff*

Natural Science (NA), Quantitative (QU)  
The second of a two-semester comprehensive introduction to physics, with an emphasis on life science applications involving electricity and magnetism, waves, electronics, waves and optics. Three class hours and one laboratory period. Prerequisite(s): PHYS H101 and MATH H105 or equivalent. (Offered Spring 2018)

### **PHYS H105 FUNDAMENTAL PHYSICS I**

*Daniel Grin*

Natural Science (NA), Quantitative (QU)  
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. Prerequisite(s): MATH H118 or equivalent. (Offered Fall 2017)

### **PHYS H106 FUNDAMENTAL PHYSICS II**

*Staff*

Natural Science (NA), Quantitative (QU)

Electricity and magnetism, optics, electronics and special relativity. 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. Three class hours and one laboratory period. Prerequisite(s): MATH H118 and PHYS H105 or equivalent. (Offered Spring 2018)

### **PHYS H115 MODERN INTRODUCTORY PHYSICS: BEYOND NEWTON**

*Theodore Brzinski*

Natural Science (NA), Quantitative (QU)  
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 PHYS 106: Fundamental Physics II (Electricity and Magnetism) in the spring semester. Three class hours and one laboratory period. Prerequisite(s): Advanced placement by the physics department and MATH H118 or equivalent. (Offered Fall 2017)

### **PHYS H152 FIRST-YEAR SEMINAR IN ASTROPHYSICS**

*Staff*

Natural Science (NA)  
This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories. Crosslisted: Astronomy, Physics Prerequisite(s): PHYS H101 or H105 and concurrent enrollment in PHYS H102 or H106 (or Bryn Mawr equivalents). (Offered Spring 2018)

### **PHYS H211 LABORATORY IN ELECTRONICS, WAVES AND OPTICS**

*Suzanne Amador Kane*

Natural Science (NA)  
The first half of this laboratory is an introduction to analog electronics and instrumentation. The second half includes experiments in waves and optics. Corequisite(s): PHYS H213 must either be taken concurrently or as a prerequisite. (Offered Fall 2017)

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### **PHYS H213 WAVES AND OPTICS**

*Daniel Grin*

Natural Science (NA)

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. PHYS H211, a related laboratory half-course, is normally taken concurrently and is required for majors. Prerequisite(s): PHYS H106 and MATH H118 or equivalent. (Offered Fall 2017)

### **PHYS H214 INTRODUCTORY QUANTUM MECHANICS**

*Walter Smith*

Natural Science (NA)

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. We recommend taking Physics 301, a related laboratory half-course, concurrently. Prerequisite(s): PHYS H213 or PHYS B308; we strongly recommend taking MATH H215 (Linear Algebra) or the equivalent before PHYS 214. (Offered Spring 2018)

### **PHYS H301 QUANTUM PHYSICS LABORATORY**

*Theodore Brzinski*

Natural Science (NA)

A full-semester weekly laboratory focusing on experiments of modern relevance with a focus on quantum mechanics. Topics may 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); and others. This is one of two laboratories at the advanced level required for the regular physics major and fulfills the advanced laboratory requirement for the interdisciplinary

physics major. Prerequisite(s): PHYS H211; Co-requisite: PHYS 214. (Offered Spring 2018)

### **PHYS H302 ADVANCED QUANTUM MECHANICS**

*Daniel Grin*

Natural Science (NA)

A continuation of the study of quantum mechanics begun in 214. Topics include matrix mechanics and spin, many-particle systems, perturbation theory and scattering theory. A variety of physical systems will be treated as examples, such as simple atoms, neutrino oscillations, and solids. Prerequisite(s): PHYS 214 and either PHYS H213 or PHYS B306. (Typically offered every other spring)

### **PHYS H303 STATISTICAL PHYSICS**

*Theodore Brzinski*

Natural Science (NA)

Treatment of many body 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. Prerequisite(s): PHYS 214 and either PHYS H213 or PHYS B306. (Offered Fall 2017)

### **PHYS H304 COMPUTATIONAL PHYSICS**

*Daniel Grin*

Natural Science (NA)

An introduction to the methods and problems of computational physics, including matrix methods, ordinary differential equations, integration, eigensystems, Monte Carlo techniques, Fourier analysis, and iterative methods. Course will include a substantial independent project.

Crosslisted: Physics, Astronomy, Computer Science; Prerequisite(s): CMSC H105 (or equivalent) and either PHYS H213 or PHYS B306. (Offered Spring 2018)

### **PHYS H308 MECHANICS OF DISCRETE AND CONTINUOUS SYSTEMS**

*Daniel Grin*

Natural Science (NA)

Classical mechanics of systems of particles, conservation laws, Lagrangian mechanics, motion in central potentials, and core elements of chaos/non-linear dynamics. Fluid mechanics, covering the assumptions of the fluid approximation, key conservation laws, laminar, creeping, turbulent flow, and special topics like

## PHYSICS

convection, waves, vortices, rotating flows, instabilities, flight, and biological flows as time and interest permit. Prerequisite(s): Either PHYS H213 or PHYS B306. (Typically offered every other fall)

### **PHYS H309 ADVANCED ELECTROMAGNETISM**

*Daniel Grin*

Natural Science (NA)

Boundary value problems, multipole fields, dielectric and magnetic materials; electromagnetic waves, propagation in dielectric media, conductors and waveguides; gauge transformations, radiating systems.

Prerequisite(s): PHYS 214 and either PHYS H213 or PHYS B306. (Offered Spring 2018)

### **PHYS H320 TOPICS IN BIOLOGICAL PHYSICS: BIOMECHANICS & SENSORY ECOLOGY**

*Suzanne Amador Kane*

Natural Science (NA)

A survey of physical methods used to study problems in human, animal and plant biomechanics and sensory ecology. The class will be run seminar-style and will include student-led discussions of readings in a textbook and in the research literature. Assignments will include problem sets, laboratories and a final modeling or experimental project exploring a topic of the student's choice. Prerequisite(s): MATH H121 and at least two 200-level courses in either physics or biology. (Offered Spring 2018)

### **PHYS H322 SOLID STATE PHYSICS**

*Walter Smith*

Natural Science (NA)

Understanding solid materials using the principles of quantum and statistical physics. Topics include crystal structure, vibrations in crystals, electron conduction in metals and semiconductors, and electronic devices. Typically offered yearly in alternation with Bryn Mawr. Prerequisite(s): PHYS 214 and either PHYS H213 or PHYS B306. (Typically offered every other year)

### **PHYS H326 ADVANCED PHYSICS LABORATORY**

*Walter Smith*

Natural Science (NA)

Design, execution, and analysis of significant experiments, including experiments on fundamental techniques such as low-noise

electronic measurements, optics, and computer interfacing, as well as more advanced experiments which change from year to year. These include studies of microfluidics, atomic spectroscopy, cosmic ray physics, superconductivity, sensor technologies, and chaotic dynamics. Prerequisite(s): PHYS H301, PHYS 214 and either PHYS H213 or PHYS B306. (Offered Fall 2017)

### **PHYS H399 SENIOR SEMINAR**

*Staff*

Natural Science (NA)

A capstone experience for seniors in physics and astrophysics meeting biweekly throughout the year. An introduction to scientific writing and speaking; scientific ethics; graduate study in physics and astronomy; career options for physics and astronomy majors, both within the field and outside science; preparation and presentation of senior papers and colloquia; attendance at lectures by distinguished visitors; and discussions of student and faculty research projects in the department. Prerequisite(s): Senior standing in physics or astrophysics. (Offered Fall 2017 and Spring 2018)

### **PHYS H411 RESEARCH IN SOFT MATTER PHYSICS**

*Theodore Brzinski*

Natural Science (NA)

Experimental research studying the rigidity and failure of jammed, disordered solids, and the mechanical response of athermal and nonlinear materials. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **PHYS H412 RESEARCH IN THEORETICAL AND COMPUTATIONAL PHYSICS**

*Daniel Grin*

Natural Science (NA)

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. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

### **PHYS H413 RESEARCH IN BIOLOGICAL PHYSICS**

*Suzanne Amador Kane*

Natural Science (NA)

Experimental & computational research applying physics to problems in biomechanics, animal behavior & sensory ecology. Prerequisite(s):

## PHYSICS

Instructor consent. (Offered Fall 2017 and Spring 2018)

### **PHYS H415 RESEARCH IN NANOSCALE PHYSICS**

*Walter Smith*

Natural Science (NA)

Research on the morphology and electronic properties of nano-scale materials. Advanced lab experience preferred. Prerequisite(s): Instructor consent. (Offered Fall 2017 and Spring 2018)

# POLITICAL SCIENCE

haverford.edu/political-science

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 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 lifelong fascination and engagement with the political realm.

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.

## LEARNING GOALS

The Political Science Department provides students with an opportunity to explore politics and government from multiple vantage points—at the grassroots, the nation-state, and the global community—and from a variety of theoretical, conceptual, comparative, historical, and experiential perspectives.

We aim to:

- provide students with a broad background in the discipline of political science, including its multiple methods and subfields as well as substantive knowledge (i.e., facts, concepts, theories, etc.) about different debates and topics within the discipline.
- guide students so they can make pathways through the curriculum in ways that reflect an accumulation of learning and that help them develop a greater level of mastery over at

least one body of scholarship within political science.

- cultivate critical, analytic and synthetic thinking about local, national, international and transnational politics, as well as about the nature of political power, governance, citizenship, and justice.
- help students acquire the skills of communication, collaboration, and listening necessary for effective participation within an intellectual community.
- train students to carry out sustained independent research.
- prepare students to become informed and reflective citizens who are knowledgeable about the forces that shape political life.

## CURRICULUM

We offer courses in the five subfields of political science at the introductory, intermediate, and advanced levels. We coordinate our offerings with those at Bryn Mawr in order to provide a wide range of subjects.

Courses fall into the following five subfields:

- **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):** cosmopolitan theory; democracy and global governance; capitalism and its critics; global economy; global civil society and global justice movements.
- **Political Theory (T):** justice, equality, and liberty; power, authority, and order; democratic theory; American political

## POLITICAL SCIENCE

thought; feminist theory; and politics and culture.

work related to work in the major; or courses from one or more of the other social sciences.

### MAJOR REQUIREMENTS

- Two of the following 100-level courses to enter the major: POLS 121, 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 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 POLS 400.
- 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

### SENIOR PROJECT

The senior thesis represents the capstone of the political science major. It is a year-long independent research project designed and implemented by each senior political science major with the guidance and support of an assigned thesis advisor. Students receive one credit for an advanced-level seminar in the fall semester of their senior year. With few exceptions, this seminar is taken with the student's thesis advisor. During the fall semester seminar students select a research topic, formulate a research question, begin acquiring conceptual and theoretical sophistication through a comprehensive review of the relevant scholarly literature, and prepare a thesis proposal or research design. This proposal will guide each student's original research during the spring semester. Near the end of the fall semester seniors submit their thesis proposals to all members of the department and present their thesis proposals before the department faculty and fellow students. These proposal defenses are intended to provide students with useful critical feedback during the fall semester when there is still time to make major adjustments to the project if necessary. They are also intended to build an *esprit de corps* among majors while giving them valuable experience with oral presentation and public accountability.

In the spring semester students register for POLS 400, a supervised research and writing course. During this semester, students conduct independent research and write up their findings with the guidance and feedback of their advisor. Throughout the spring semester students meet regularly with their thesis advisor and submit drafts of thesis chapters to their advisor. After students submit their final written theses in April, they are required to give a 30-minute oral defense of their theses to their advisor and at least one other political science faculty member in early May.

#### Senior Project Learning Goals

The goal of the thesis is to promote the ongoing acquisition of research and analytical skills, as well as the ability to carry out extensive projects independently and consistent with the highest standards of excellence. Most students writing a

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thesis will identify an interesting and important research question, explore how other scholars have attempted to address that question, and devise a viable research plan. Students who choose to concentrate in political theory pursue normative research and focus on interpretation and analysis of philosophical texts. Students are expected to conduct their own research, often using both primary and secondary sources, and to evaluate how their findings relate to existing scholarship in the field.

### Senior Project Assessment

Students are assessed based upon their proposal, their written thesis, their oral defense, and their performance throughout the thesis process. They are evaluated according to several criteria, including:

- their conceptualization of a research question.
- their ability to effectively and concisely present their argument and findings.
- their ability to draw conclusions and extensions of their research to broader arenas.
- their engagement with secondary material and use of primary sources.
- their ability to identify, critique, develop, and apply core concepts and theories.
- their ability to obtain a basic understanding of research methodologies.
- their ability to comprehend and respond to questioning.
- the quality and organization of their writing.
- the timely submission of work and responsiveness to feedback.
- the originality of their ideas and the ambition of their project.
- the breadth of their knowledge related to their thesis topic.
- the depth of their knowledge related to their thesis topic.
- their comprehension of the scope and limitations of their own research.

During the fall semester, students receive feedback from their professor and their peers on various assignments that often include a combination of the following: thesis proposal, annotated bibliography and literature review. The presentation of the thesis proposal in the fall semester is an opportunity for members in the department other than the advisor to weigh in on and evaluate a student's progress. The feedback received in the fall from fellow students and the department faculty at the thesis proposal defense

is beneficial for students as they move ahead with their projects in the spring.

Throughout the spring semester students receive feedback from their thesis advisor through regular meetings and comments on thesis drafts. The schedule for the submission of drafts and individual meetings in the spring semester is determined by the student and his/her advisor. Prior to the oral defense of the thesis in May each student submits a thesis abstract. This abstract is an important element of the defense in that it is designed to serve as a succinct overview of the thesis argument and methodology. The defense is attended by the student, the thesis advisor, and one other member of the department faculty. After the defense, the two faculty members discuss the student's project and overall performance. Ultimate responsibility for grading of the thesis (POLS 400) belongs to the supervising faculty member.

### REQUIREMENTS FOR HONORS

The department awards honors to senior majors who have demonstrated excellence in their coursework 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.

### CONCENTRATIONS AND INTERDISCIPLINARY MINORS

The department contributes to multiple concentrations, including those in Peace, Justice, and Human Rights; Middle Eastern and Islamic Studies; African and Africana Studies; Latin American, Iberian, and Latino Studies; and Gender and Sexuality Studies.

### STUDY ABROAD

The department encourages students to spend a semester or a year studying abroad. Credit for courses taken abroad will be determined on a case-by-case basis. Students will need to provide documentation about the content (e.g., syllabi, papers, and exams) of courses taken abroad.

### RESEARCH AND FIELDWORK

Faculty have conducted research in Latin America, Africa, the Middle East, and Asia, and students have had opportunities to assist faculty members with field research in places like

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Guatemala and Mali. The department encourages students to supplement their classroom work by studying abroad or applying for a grant from the College's Center for Peace and Global Citizenship ([haverford.edu/cpgc](http://haverford.edu/cpgc)) to undertake internships in other countries.

### PRIZES

The department awards up to four prizes annually:

#### **The Emerson L. Darnell 1940 Prize Fund:**

Named in honor of Emerson Darnell, a Quaker alumnus who dedicated his life's work to advocating peaceful social change and defending the civil rights of the individual. The prize is awarded annually to the student who presents the best paper demonstrating an appreciation of the Bill of Rights as the foundation of American law and the very fabric of American society.

**The Harold P. Kurzman Prize:** Awarded for the senior who has performed the best and most creatively in political science course work.

#### **The Stephen H. Miller Memorial Award:**

Presented in honor of Stephen H. Miller '62, who lost his life while serving his country and his fellow man in South Vietnam while taking part in village development as a member of the United States Information Agency. This award is presented to the graduating senior in political science who best exemplifies the ideal of political involvement and social service expressed in Miller's life and career.

#### **The Herman M. Somers Prize in Political**

**Science:** Given in recognition of the research and teaching of Red Somers. Awarded to the graduating senior(s) who presents the best senior project that reflects the interest in policy, respect for evidence, and the humane concern for improving society that characterized Somers' work.

### FACULTY

#### **Craig Borowiak**

Chair and Associate Professor

#### **Thomas Donahue**

Visiting Assistant Professor

#### **Matthew Incantalupo**

Visiting Assistant Professor

#### **Anita Isaacs**

Benjamin R. Collins Professor of Social Sciences

#### **Steve McGovern**

Associate Professor

#### **Barak Mendelsohn**

Associate Professor

#### **Zachary Oberfield** (*on leave 2017-2018*)

Associate Professor

#### **Paulina Ochoa Espejo** (*on leave 2017-2018*)

Associate Professor

#### **Susanna Wing**

Associate Professor

### COURSES

#### **POLS H121 AMERICAN POLITICS**

*Stephen McGovern, Zachary Oberfield*  
Social Science (SO)

This course examines the dynamics of the political process as seen in the Congress, the Presidency, and the judiciary. It also focuses on the roles that interest groups, public opinion, the media, and political parties and elections play in the American political system. (Offered Fall 2017 and Spring 2018)

#### **POLS H131 COMPARATIVE GOVERNMENT AND POLITICS**

*Anita Isaacs, Susanna Wing*  
Social Science (SO)

An introduction to basic concepts and themes in comparative politics analyzed through case studies. Themes include political authority and governance structures; political culture and identity politics; political participation and representation; and political economy. (Offered Fall 2017 and Spring 2018)

#### **POLS H151 INTERNATIONAL POLITICS**

*Barak Mendelsohn*  
Social Science (SO)

This course offers an introduction to the study of international politics. 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. (Offered Spring 2018)

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### **POLS H161 THE POLITICS OF GLOBALIZATION**

*Craig Borowiak*

Social Science (SO)

An introduction to the major academic and policy debates over globalization and global governance. Key themes will include: sovereignty and international institutions, multinational corporations and debates over sweatshops, international trade and global finance, backlashes against globalization, the politics of cultural globalization, theories of global democracy and global justice. (Offered Fall 2017)

### **POLS H171 INTRODUCTION TO POLITICAL THEORY**

*Thomas Donahue, Paulina Ochoa Espejo*

Social Science (SO)

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. (Offered Spring 2018)

### **POLS H205 BORDERS, IMMIGRATION, AND CITIZENSHIP**

*Paulina Ochoa Espejo*

Social Science (SO)

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(s): One introductory political science course or instructor consent. (Typically offered every other year)

### **POLS H208 POLITICAL THOUGHT IN THE GLOBAL SOUTH: THE CASE OF LATIN AMERICA**

*Paulina Ochoa Espejo*

Social Science (SO)

How can we study the political thought of the global South without subordinating and reducing Southern thought to Northern models? What, if anything, is the message about politics that Southern political thought has to offer the world? In this course we will discover and critically analyze the answers that Latin American thinkers have given to the fundamental questions in social and political philosophy. We will also discuss 1) how to think of canonical political theory as a particular strand of political thought in relation to

others, and 2) which methods to choose to study and compare different traditions. (Typically offered every other year)

### **POLS H214 BUREAUCRACY AND DEMOCRACY**

*Zachary Oberfield*

Social Science (SO)

This course examines the interplay between democratically-elected officials (and institutions) and the people and agencies charged with implementing public policy. (Typically offered every other year)

### **POLS H224 THE AMERICAN PRESIDENCY**

*Zachary Oberfield*

Social Science (SO)

This course examines theories of presidential power and the interplay between presidents, Congress, the bureaucracy, and the public. (Typically offered every other year)

### **POLS H226 SOCIAL MOVEMENT THEORY**

*Stephen McGovern*

Social Science (SO)

Theoretical analysis of origins and development of mass-based protest movements in the U.S. Scholarly explanations of recruitment of individuals, modes of organization and leadership, strategies and tactics, countermovements, and the impact of movements on policy and politics. (Typically offered every other fall)

### **POLS H227 URBAN POLITICS**

*Stephen McGovern*

Social Science (SO)

Examines who wields power in American cities amidst broad social and economic change. Includes both historical and contemporary analysis of urban politics, with close attention to the influence of race, ethnicity, and class. (Offered Fall 2017)

### **POLS H228 URBAN POLICY**

*Stephen McGovern*

Social Science (SO)

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

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the management of regional sprawl. (Offered Spring 2018)

### **POLS H235 AFRICAN POLITICS**

*Susanna Wing*

Social Science (SO)

Analysis of political change in Africa from the colonial period to contemporary politics. Selected case studies will be used to address central themes including democracy, human rights, gender, interstate relations, economic development, and globalization. (Typically offered every other year)

### **POLS H242 WOMEN IN WAR AND PEACE**

*Susanna Wing*

Social Science (SO)

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.

Prerequisite(s): One course in political science or instructor consent. (Offered Fall 2017)

### **POLS H245 THE STATE SYSTEM**

*Barak Mendelsohn*

Social Science (SO)

The state-based order originated with the peace of Westphalia in the 17th century. Since that momentous occasion the state system has continuously evolved, spreading from Europe to the rest of the world, and developing norms and institutions to govern international politics. This course offers a survey of the literature concerning the state-based system, past and present. It begins by introducing analytical perspectives on international relations. The second part of the course addresses a range of specific issues, including the evolution of the state system throughout the past four centuries, the preservation of international order through the system's strongest powers, and the establishment of institutions that sustain this order. The course concludes with an exploration of world order under American hegemony, as well as the future of this order in light of the rise of China and globalization processes. (Typically offered every other year)

### **POLS H249 THE SOVIET SYSTEM AND ITS DEMISE**

*Vladimir Kontorovich*

Social Science (SO)

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. Crosslisted: Economics, Political Science, Russian; Prerequisite(s): ECON 104, 105, or 106, or two one-semester courses in political science or history, or instructor consent. (Offered Fall 2017)

### **POLS H253 INTRODUCTION TO TERRORISM STUDIES**

*Barak Mendelsohn*

Social Science (SO)

After being marginalized in international relations scholarship for years, in the aftermath of 9/11 terrorism has moved to the forefront of scholarly interest. The purpose of this course is to survey the various theories concerning terrorism from diverse perspectives employing rationalist and psychological theories to explain terrorism-related phenomena. (Typically offered every other year)

### **POLS H256 THE EVOLUTION OF THE JIHADI MOVEMENT**

*Barak Mendelsohn*

Social Science (SO)

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. (Offered Spring 2018)

### **POLS H261 GLOBAL CIVIL SOCIETY**

*Craig Borowiak*

Social Science (SO)

An introduction to the concept of civil society and how social movements, NGOs and social networks organize across national borders. Attention will be paid both to theory and to particular case studies, including the global justice movement, international human rights advocacy networks, international development NGOs, and transnational environmental activism, among other possibilities. (Typically offered every other year)

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### **POLS H265 POLITICS, MARKETS AND THEORIES OF CAPITALISM**

*Craig Borowiak*

Social Science (SO)

Theoretical approach to the role of politics and markets in modern societies. Draws from the history of political economic thought to evaluate the modern capitalist system and its critics. Key authors include the Mercantilists, Adam Smith, anarchist authors, Karl Marx, Karl Polanyi, F.A. Hayek, J.M. Keynes, and Milton Friedman. Prerequisite(s): One political science course or instructor consent. (Typically offered every other year)

### **POLS H266 SOVEREIGNTY**

*Paulina Ochoa Espejo*

Social Science (SO)

Questions about the meaning and scope of sovereignty emerge in debates in international relations over globalization, in debates in jurisprudence over constitutionalism and adjudication, and in debates in political philosophy over authority and legitimacy. In this course we will examine different conceptions of sovereignty in the light of these debates. In our class discussions, we will analyze theories that we will then apply to historical and contemporary political problems. (Typically offered every other year)

### **POLS H282 INEQUALITY AND PUBLIC POLICY**

*Staff*

Social Science (SO)

An exploration of the relationship between policy and economic outcomes—or “who gets what”—in the United States. We will examine the causes of rising inequality and its effects on American democracy, with a focus on wages, taxes, healthcare, education, and criminal justice. Crosslisted: Economics, Political Science; Prerequisite(s): ECON 105 or instructor consent. (Offered Spring 2018)

### **POLS H283 AFRICAN POLITICS AND LITERATURE**

*Susanna Wing*

Social Science (SO)

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. Prerequisite(s): One previous

course in political science or instructor consent. (Offered Spring 2018)

### **POLS H284 ORGANIZATIONS, MISSIONS, CONSTRAINTS: SOCIAL JUSTICE WORK IN THEORY AND PRACTICE**

*Adam Rosenblatt*

Social Science (SO)

Dilemmas and challenges of social justice organizations, including competing models of social change, fundraising, diversity, mental health, and how to measure impact. Includes guest speakers from NGOs and student research on a specific organization/service site. Crosslisted: PJHR, Political Science; Prerequisite(s): PEAC 101 or PEAC 201 or a political science course or instructor consent. (Offered Fall 2017)

### **POLS H288 GOVERNING THE GLOBAL ECONOMY IN TIMES OF CRISIS**

*Craig Borowiak*

Social Science (SO)

An examination of how the global economy is governed and how governance bodies have responded to and/or been complicit in crises and their aftermaths. Critical attention will be paid to power asymmetries in the international system and their consequences. Particular focus will be paid to the history and politics of global finance. Other cases might include the international governance of intellectual property rights, digital governance, and international trade regimes, among other possibilities. Prerequisite(s): One political science course or instructor consent. (Offered Spring 2018)

### **POLS H289 REFUGEES AND FORCED MIGRANTS**

*Anita Isaacs*

Social Science (SO)

Examines the causes and rights of forced migrants and refugees along with the responses and responsibilities of the international community. Focus on Mexico and Central America. Prerequisite(s): One political science course or instructor consent. (Offered Spring 2018)

### **POLS H290 ISRAELI POLITICS**

*Barak Mendelsohn*

Social Science (SO)

The course surveys the Israeli political system and its primary institutions, and explores how

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societal cleavages are manifested in and shape Israeli politics. (Offered Fall 2017)

### **POLS H301 DEVELOPMENT, HUMAN RIGHTS, AND TRANSNATIONAL INJUSTICES**

*Thomas Donahue*

Social Science (SO)

What are the worldwide obstacles to peace and justice? How can we surmount them? This course examines theories of some of the leading obstacles to peace and justice worldwide, and of what global citizens can do about them. The three obstacles we consider are colonialism and its legacies, whether we live in a global racial order, and whether the global economic order harms the poor and does them a kind of violence. The two solutions we will consider are the project of economic and social development, and the practice of human rights. The course aims, first, to give students some of the knowledge they will need to address these problems and be effective global citizens. Second, to understand some of the major forces that shape the present world order. Third and finally, to hone the skills in analysis, theory-building, and arguing that are highly valued in legal and political advocacy, in public life and the professions, and in graduate school. (Offered Fall 2017)

### **POLS H313 ARMED NON-STATE ACTORS IN INTERNATIONAL POLITICS**

*Barak Mendelsohn*

Social Science (SO)

The principal goal of the course is to expose students to various types of armed nonstate actors and gain insights into their motives and activities. The course also introduces analytical lens through which scholars have sought to conceptualize the interplay between states and armed nonstate actors. Prerequisite(s): One political science course or instructor consent. (Typically offered every other fall)

### **POLS H315 PUBLIC POLICY ANALYSIS**

*Staff*

Social Science (SO)

Using theories drawn from a variety of subfields, this course helps students develop a deeper understanding of how public policy is made. It also introduces students to policy analysis: the art and science of providing problem-solving advice to policymakers. Prerequisite(s): Junior or senior standing or instructor consent. (Offered Fall 2017)

### **POLS H317 INTERNATIONAL LAW: HISTORY, STRUCTURE, PRINCIPLES**

*Thomas Donahue*

Social Science (SO)

International law is a system of norms by which states regulate their treatment of each other and of each other's citizens. But many say that it is nothing more than diplomats making promises they intend to break at the first opportunity. Are they right, or can international law help bring order, peace, and justice to world affairs? This course will help students answer this question by exploring the history, structure, and principles of international law. We focus on its scope, sources, subjects, content, enforcement mechanisms, and authority compared to domestic law. Crosslisted: Political Science, PJHR; Prerequisite(s): One course in the social sciences, PJHR, or philosophy, or instructor consent. (Typically offered every other fall)

### **POLS H319 WHAT WE OWE TO GROUPS: THE ETHICS AND POLITICS OF COLLECTIVE LIFE**

*Thomas Donahue*

Social Science (SO)

Social groups provide us with great benefits. At the same time, they lay heavy demands on us. What should we make of this? We examine leading theories of the value and nature of identifying with, being loyal to, taking responsibility for, and being in solidarity with some of the groups that loom largest in social and political life. We look at nations, states, citizenries, corporations, political parties, crowds, social movements, racial groups, gender groups, economic classes, and cultural groups. Prerequisite(s): One intermediate-level course in the social sciences, PJHR, or philosophy, or instructor consent. (Offered Fall 2017)

### **POLS H320 DEMOCRACY IN AMERICA**

*Stephen McGovern*

Social Science (SO)

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. (Offered Fall 2017)

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### **POLS H327 THE POLITICS OF THE CREATIVE CLASS IN AMERICAN CITIES**

*Stephen McGovern*

Social Science (SO)

Explores the social, economic, and political impact associated with the sizeable influx of college graduates into many urban areas during the past decade. Has the rise of this “creative class” in American cities fueled progressive reforms or exacerbated existing inequalities? Prerequisite(s): One course in political science, Growth and Structure of Cities, or instructor consent. (Typically offered every other year)

### **POLS H330 TOPICS IN COMPARATIVE POLITICS**

*Susanna Wing*

Social Science (SO)

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. Prerequisite(s): Three courses in political science AND junior or senior status, or instructor consent. (Offered Fall 2017)

### **POLS H333 INTERNATIONAL SECURITY**

*Barak Mendelsohn*

Social Science (SO)

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. (Offered Fall 2017)

### **POLS H334 POLITICS OF VIOLENCE**

*Anita Isaacs*

Social Science (SO)

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 are Syria, Palestine, Sierra Leone, Rwanda, Colombia and El Salvador. Crosslisted: Political Science, PJHR (Offered Spring 2018)

### **POLS H336 DEMOCRACY AND DEMOCRATIZATION**

*Anita Isaacs*

Social Science (SO)

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. (Offered Fall 2017)

### **POLS H357 INTERNATIONAL RELATIONS THEORY: CONFLICT AND THE MIDDLE EAST**

*Barak Mendelsohn*

Social Science (SO)

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. (Typically offered every other spring)

### **POLS H365 SOLIDARITY ECONOMY MOVEMENTS**

*Craig Borowiak*

Social Science (SO)

An intensive research seminar critically examining efforts to create alternatives to capitalism. Will include both theoretical and practical readings. Domestic and international case studies might include cooperatives, community gardens, participatory budgeting, community currencies, and ecovillages, among other possibilities. (Offered Spring 2018)

### **POLS H366 ADVANCED RESEARCH IN GLOBAL GOVERNANCE**

*Craig Borowiak*

Social Science (SO)

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

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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. Prerequisite(s): Three courses in political science AND junior or senior status, or instructor consent. (Offered Fall 2017)

### **POLS H374 THE CONTEST OVER QUALITY: THE ETHICS AND POLITICS OF CRAFT AND DESIGN**

*Thomas Donahue*

Humanities (HU)

Design and marketing have triumphed over craft in the world economy. Steve Jobs is the messiah. Is this all to the good? What is lost when craft is marginalized? This course examines the value of both craft and design, and the forces backing them. The course centers on one main question: What balance should we as individuals strike between craft and design, given that both have undoubted values? How much authority should we give to design, and how much to craft? How can we tell what is good quality and what isn't, when people disagree so vehemently and in apparent good faith about what is good and why? (Offered occasionally)

### **POLS H400 SENIOR THESIS**

*Craig Borowiak*

Social Science (SO)

This course consists of tutorials and intensive research, culminating in a senior thesis.

Prerequisite(s): Limited to political science senior majors. (Offered Spring 2018)

# 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.

## LEARNING GOALS

- Students will gain a broad understanding of human behavior, from a variety of perspectives.
- Students will learn to treat questions and claims about behavior rigorously, with an empirical approach.
- Students will master the skills to contribute new knowledge in the field.

## MAJOR REQUIREMENTS

The psychology major contains a breadth requirement, a general research requirement, a discipline-specific research requirement, and a senior project, as described below:

### Breadth Requirement

- One semester of introductory psychology: PSYC 100 (Foundations of Psychology).
- PSYC 200 (Experimental Methods and Statistics), or Bryn Mawr PSYC 205.
- Six additional psychology courses beyond the introductory level, with at least one taken from each of the following groups:
  - social and personality psychology
  - biological psychology
  - cognition.One of these courses must be a full-credit 300-level course (i.e., a seminar).
- See the Psychology Student Guidebook on the departmental website for details on which classes fulfill each of these groups.
- Two half-credit laboratory courses, which should be completed by the end of the junior year.

- One of the following senior thesis options:
  - two semesters of empirical senior research or
  - 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. Most advanced courses offered in Bryn Mawr's Psychology Department satisfy the advanced course requirement; however, not all of them fit into the above designated areas. See the Psychology Student Guidebook for a breakdown of BMC courses by area.

### Research Requirement

The research requirement of the major trains students to think scientifically about psychological questions and to understand empirical approaches to the discipline. In addition, students obtain hands-on training in conducting behavioral research and answering original research questions.

### *General Research Training*

Students take one semester of Experimental Methods and Statistics (PSYC 200). In this lecture and lab course, students will learn the principles of statistics and research design. In lab sessions, students put the statistical techniques that they learn during lectures into practice by designing and conducting several different kinds of data collection and analyses. This course is equivalent to PSYC 205 at Bryn Mawr; either PSYC 200 or BMC PSYC 205 will be offered in each semester. Either of these courses is a prerequisite for the following lab course requirement.

### *Discipline-Specific Research Training*

- Lab courses: Majors are required to take two half-credit 300-level lab courses offered in specialized areas of the major. These courses must be taken in the Haverford Psychology Department and typically have PSYC 200 (Experimental Methods and Statistics) as a prerequisite.
- Senior Research: By the time psychology majors reach the senior year, they are well

## PSYCHOLOGY

prepared to carry out their senior research requirement. If students choose the year-long original empirical project, they will be involved in all phases of the research process; from formulating the questions, designing the study, collecting and analyzing data, and presenting the research both orally and in writing. If students choose the one-semester non-empirical thesis, they will conduct an in-depth literature review of a given topic along with their own original synthesis and analysis of the issues.

### 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:
  - social and personality psychology
  - biological psychology
  - cognition.

See the Guidebook on the departmental website for details on which classes fulfill the requirements for each of these groups.

### SENIOR PROJECT

The senior thesis experience is the capstone of the psychology major. In a typical thesis project, each student works closely with a faculty advisor and a small group of fellow seniors to carry out an original research study. A detailed description of this process is set out in the annual departmental Guide to the Psychology Senior Thesis Experience (available as PDF download or from the department chair).

In the course of this project, students apply skills and knowledge that they acquired during previous coursework in the psychology major. Thesis students do not merely learn about research that has already been done in psychology. Rather, they collect new data to address questions of interest. In this way, the thesis embodies the highest level of scholarship, in which students strive to contribute original knowledge to the field.

The thesis project is typically carried out over two semesters. In the first semester, students work to identify a conceptual question of interest, read and integrate background literature on that topic,

and formulate a novel research plan. In the second semester, students carry out their proposed studies by collecting data, statistically analyzing the results of the study, and interpreting how the results relate to the study's original hypothesis. Both semesters involve intensive writing, with detailed feedback from the faculty advisor.

An alternative option is a one-semester, non-empirical project that may be appropriate in some circumstances. In the one-semester project, a student conducts an in-depth literature review of a given topic along with their own original synthesis and analysis of the issues, and submits a paper that relates this work.

### Senior Project Learning Goals

The senior thesis is envisioned as a capstone experience in which students are required to integrate the content knowledge and skills acquired in the earlier parts of our curriculum to a specific research question of interest. This, in turn, leads to increasingly sophisticated critical thinking skills that vary somewhat between one vs. two semester projects but can be summarized as follows:

For two semester projects, students are to:

- thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive rationale for an empirical project.
- develop and articulate testable hypotheses that are contextualized within the psychological literature using the scientific method of inquiry.
- design and conduct a rigorously conceived empirical study to test the stated hypotheses, using the methods that are normative within that discipline.
- analyze the empirical data that has been collected using the appropriate statistical techniques to test the stated hypotheses, and interpret those analyses with respect to the stated hypotheses.
- describe the results of the study using (a) correct statistical notation and (b) clear, concise, and accessible language.
- interpret the results and discuss how they relate to past research findings and/or theory on the chosen topic.
- identify the strengths and limitations of the current project.

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- imagine directions for future research and applications based on the findings of the study conducted.
- work cohesively within a collaborative lab group (if conducting research in a group).
- communicate the study in the form of a written research report that is clear and sophisticated with regards to scholarly writing.
- present the project orally to the department (faculty and peers) clearly and concisely.
- demonstrate mastery of the research topic and ownership of the empirical project.

For one-semester projects, students are to:

- thoroughly review the extant literatures on the chosen topic and integrate those literatures into a cohesive summary of past work.
- develop a novel theoretical framework or original application of the literature.
- communicate their work in the form of a written manuscript that is clear and sophisticated with regards to scholarly writing.
- present the project orally to the department (faculty and peers) clearly and concisely.
- demonstrate mastery of the research topic and ownership of the project.

### Senior Project Assessment

Senior thesis work is assessed via two main components: the strength of the student's paper and their contribution to the thesis project.

- The paper is evaluated on a number of criteria, including the thoroughness of the background literature review, its overall organization, accuracy, style, the student's creative input, their ability to integrate different ideas in a novel and cogent fashion and finally, whether arguments and conclusions are persuasive given the issues at hand. Each student is expected to hand in an individual paper, even if working as part of a thesis group.
- The student's degree of active involvement in the senior thesis experience is also assessed. During the fall semester, we consider the extent to which each student helps shape the study questions, design, and methodology of the project. During the spring, we consider the effort expended in the data collection and analysis phases of the study, and the contribution to project presentations and the

final poster. Although the paper is weighted more heavily than the project contribution in arriving at the final course grade, it is possible to write an excellent paper but receive a significantly lower grade due to insufficient involvement with the project.

The primary research advisor and second reader will evaluate work based on the above criteria. Final grades are determined by a consensus process involving all department members, who will discuss each student's performance and compare it with other students, both past and present, in order to arrive at a fair evaluation of your work.

For a two-semester thesis, the following criteria are used grading the first semester paper:

**4.0** work for the first semester indicates a paper that has gone above and beyond a summary of the relevant literature in terms of scope, synthesis and integration. In addition to reflecting a nearly flawless paper that provides a coherent rationale for the study to be undertaken, this grade can also represent exceptional or original independent contributions, or individual effort that has gone beyond what is normally expected. A grade of 4.0 is not commonly awarded during the first semester.

**3.7** work for the first semester indicates an extremely thorough, coherently organized, and generally well-written summary of the literature that identifies all of the seminal work that has led up to the current study. In addition, this grade reflects that the rationale for the current study is abundantly clear and the procedures to be used are well-described. There may be improvements that can be made to this paper, but there are no major areas of deficiency.

**3.3** work for the first semester reflects a good to very good paper that needs improvement in one or more areas. The literature review may need to be more thorough, or the literature better summarized or integrated. The writing may be choppy or difficult to follow in some areas. There may be conceptual gaps that lead to an incomplete rationale for the study to be undertaken.

**3.0** work for the first semester indicates that although the paper is good, there are several areas in which improvement can be made. For example,

## PSYCHOLOGY

the literature review may have been too scant or poorly integrated. That is, the paper may have included summaries of appropriate studies without integrating how those studies support an important point or how they relate to the study that you are undertaking. The literature review may not have been thorough enough or may have relied too heavily on non-primary sources. In general, the reader may have had a difficult time understanding how the literature review culminates in the problem to be addressed in the current study.

### 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.

### CONCENTRATIONS AND INTERDISCIPLINARY MINORS

#### Minor in Neuroscience

The minor in neuroscience is designed to allow students with any major to pursue interests in behavior and the nervous system across disciplines. The Psychology Department offers courses that contribute to this minor, and many of our majors elect to complete this minor.

#### Multidisciplinary Health Studies Minor

The goal of the Multidisciplinary Health Studies Minor is to give greater context to the issues facing health professionals on local, national, and global scales. The structure of this program is intentionally multidisciplinary, bringing scientists together with social science and humanities professors to guide students through the political, cultural and ethical questions that relate to health issues worldwide. The Psychology Department contributes several courses to the Multidisciplinary Health Studies Minor, which is popular with our majors.

#### Concentration in Education

The Bryn Mawr-Haverford Education Program invites students to study the discipline of education; explore the interdisciplinary field of educational studies; begin the path of teacher preparation for traditional classrooms; and participate in teaching experiences in a range of classroom and extra-classroom settings. Given its connection to psychology, some of our majors

choose to concentrate in the Bryn Mawr-Haverford Education Program.

### STUDY ABROAD

Some psychology majors may opt to study abroad during the fall or spring semester of junior year. Many students are able to complete the psychology major while at Haverford and opt to take courses in other disciplines while studying abroad. However, psychology students may earn up to two major credits while studying abroad, pending approval from the chair of the Psychology Department. Students may consult the Psychology Student Guidebook for a list of study abroad courses that have already been approved for major credit. For courses not on this list, students must provide documentation (e.g., course description, syllabus) to the chair for review in order to gain approval.

### FACILITIES

A description of laboratories, equipment and other special facilities for this program is available on the departmental website.

### FACULTY

#### Laura Been

Assistant Professor

#### Marilyn Boltz

Professor

#### Rebecca Compton

Professor

#### Elizabeth Gordon

Visiting Assistant Professor

#### Mary Ellen Kelly

Visiting Assistant Professor

#### Benjamin Le (*on leave 2017-2018*)

Professor

#### Jennifer Lilgendahl

Chair and Associate Professor

#### Lauren Sherman

Visiting Assistant Professor

#### Tom Wadden

Visiting Professor

## PSYCHOLOGY

**Shu-wen Wang**  
Assistant Professor

### COURSES

#### **PSYC H100 FOUNDATIONS OF PSYCHOLOGY**

*Elizabeth Gordon, Mary Ellen Kelly, Jennifer Lilgendahl, Shu-wen Wang*  
Social Science (SO)

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. This course is a prerequisite for most other 200- and 300-level psychology courses. However, in most cases, this prerequisite may be met with an AP Psychology score of 4 or 5 or IB Psychology credit. (Offered Fall 2017 and Spring 2018)

#### **PSYC H200 EXPERIMENTAL METHODS AND STATISTICS**

*Laura Been*

Social Science (SO), Quantitative (QU)  
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 data analysis software package), and presenting data through written assignments. 90 minutes of lab per week required in addition to lecture. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Spring 2018)

#### **PSYC H209 ABNORMAL PSYCHOLOGY**

*Elizabeth Gordon*  
Social Science (SO)

A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Spring 2018)

#### **PSYC H213 MEMORY AND COGNITION**

*Marilyn Boltz*  
Social Science (SO)

An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony;

autobiographical memory; metacognition; mood and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score 4 or instructor consent. (Typically offered every other spring)

#### **PSYC H215 PERSONALITY PSYCHOLOGY**

*Jennifer Lilgendahl*  
Social Science (SO)

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(s): PSYC 100 or PSYC B105 or Psychology AP Score 4 or instructor consent. (Offered Fall 2017)

#### **PSYC H217 BEHAVIORAL NEUROSCIENCE**

*Mary Ellen Kelly*  
Natural Science (NA)

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. Crosslisted: Psychology, Biology; Prerequisite(s): Any one of the following or instructor consent: PSYC 100, PSYC B105, BIOL H123, BIOL H124, BIOL H128, BIOL H129, Psychology AP Score 4 (Offered Fall 2017)

#### **PSYC H220 THE PSYCHOLOGY OF TIME**

*Marilyn Boltz*  
Social Science (SO)

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. Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4 or instructor consent. (Offered Spring 2018)

#### **PSYC H238 PSYCHOLOGY OF LANGUAGE**

*Marilyn Boltz*

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### Social Science (SO)

An interdisciplinary examination of linguistic theory, language evolution, and the psychological processes involved in using language. Topics include speech perception and production, processes of comprehension, language and the brain, language learning, language and thought, linguistic diversity, and conversational interaction. Prerequisite(s): PSYC H100 or PSYC B105 or instructor consent. (Typically offered every other fall)

### **PSYC H242 CULTURAL PSYCHOLOGY**

*Shu-wen Wang*

#### Social Science (SO)

An examination of cultural variation in psychological processes, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Fall 2017)

### **PSYC H245 HEALTH PSYCHOLOGY**

*Thomas Wadden*

#### Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Offered Fall 2017)

### **PSYC H260 COGNITIVE NEUROSCIENCE**

*Rebecca Compton*

#### Natural Science (NA)

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. Prerequisite(s): PSYC 100 or PSYC B105 or Psychology AP Score of 4 or instructor consent. (Typically offered every spring)

### **PSYC H303 PSYCHOLOGY OF MUSIC**

*Marilyn Boltz*

#### Social Science (SO)

What functions does music serve and how does it influence behavior? This course examines the

evolutionary and biological bases of music as well as its effects upon cognition, social behavior, and our sense of self and identity. Prerequisite(s): PSYC 100, PSYC 200, and at least one additional 200-level course in psychology. (Typically offered every other fall)

### **PSYC H305 COMMUNICATING PSYCHOLOGICAL SCIENCE**

*Benjamin Le*

#### Social Science (SO)

The forms of communication in psychological science, including writing funding requests, research proposals, empirical research reports, research reviews, and peer review, are covered. Oral presentation of research will be emphasized, and science journalism and academic blogging will be explored. Prerequisite(s): PSYC 200 and at least one additional 200-level psychology course, or instructor consent. (Offered occasionally)

### **PSYC H309 LABORATORY IN ABNORMAL PSYCHOLOGY**

*Elizabeth Gordon*

#### Social Science (SO)

Training in research methods to examine clinically relevant experiences such as anxiety, depression, loneliness, and interpersonal functioning. Students will learn about pertinent study designs and will collect, analyze and interpret data. Prerequisite(s): Past or concurrent enrollment in PSYC 209 (Abnormal Psychology). Completion of PSYC 200 (Stats/Methods) is strongly recommended; however, concurrent enrollment with PSYC 200 may be permissible with instructor consent. (Offered Spring 2018)

### **PSYC H313 LABORATORY IN MEMORY AND COGNITION**

*Marilyn Boltz*

#### Social Science (SO)

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. Prerequisite(s): Past or concurrent enrollment in PSYC 213 or PSYC 220 and completion of PSYC 200, or instructor consent. (Typically offered every other spring)

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### **PSYC H315 LABORATORY IN PERSONALITY PSYCHOLOGY**

*Jennifer Lilgendahl*

Social Science (SO)

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(s): Past or concurrent enrollment in PSYC 215 is required. Prior completion of PSYC 200 or PSYC B205 is recommended; however, concurrent enrollment in PSYC 200 or PSYC B205 may be permissible with instructor consent. (Offered Fall 2017)

### **PSYC H318 NEUROBIOLOGY OF DISEASE**

*Mary Ellen Kelly*

Natural Science (NA)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC 217, 260, or Bryn Mawr PSYC 218, or instructor consent. (Typically offered every year)

### **PSYC H320 LABORATORY IN THE PSYCHOLOGY OF TIME**

*Marilyn Boltz*

Social Science (SO)

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. Prerequisite(s): PSYC H200 or PSYC B205 and past or concurrent enrollment in PSYC H213, B212, or H220, or instructor consent. (Offered Spring 2018)

### **PSYC H321 REVOLUTIONS IN NEUROSCIENCE**

*Laura Been*

Natural Science (NA)

An examination of developments in neuroscience that produced paradigm shifts in the field. The goal is to understand the science and the historical context of these "revolutions." Each unit will culminate with a lecture from a current

leader in neuroscience. Prerequisite(s): PSYC 200, 217; or instructor consent. (Offered occasionally)

### **PSYC H322 DEVELOPMENTAL COGNITIVE NEUROSCIENCE**

*Lauren Sherman*

Natural Science (NA)

This course will examine brain development as it relates to cognition and behavior, from infancy through adolescence and early adulthood. We will begin with a general overview of physical brain development across the lifespan, and will then investigate the neural underpinnings of social, emotional, cognitive, and language development. We will discuss the strengths and limitations of current methods in developmental cognitive neuroscience, and consider the implications of this body of literature for parents, educators, and young people. Prerequisite(s): PSYC 100 and either PSYC 217 or PSYC 260, or instructor consent. (Offered Fall 2017)

### **PSYC H323 RESEARCH ETHICS IN PSYCHOLOGY**

*Rebecca Compton*

Social Science (SO)

Examines ethical issues in the conduct of psychological research. Issues will include those common to all sciences (e.g., scientific integrity, data manipulation, intellectual property) and those more specific to psychological research (e.g., protection of diverse human and nonhuman research participants). Prerequisite(s): Any 200-level course in psychology or instructor consent. (Offered Spring 2018)

### **PSYC H325 THEORY AND RESEARCH IN DYADIC PROCESSES**

*Benjamin Le*

Social Science (SO)

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(s): PSYC H224, PSYC H215, PSYC B105, or instructor consent. (Typically offered every other year)

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### **PSYC H327 OBESITY: PSYCHOLOGY, PHYSIOLOGY, AND HEALTH**

*Thomas Wadden*

Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4, and one topical 200-level psychology course (i.e., not PSYC H200, B205), or instructor consent. (Offered Spring 2018)

### **PSYC H328 NEUROBIOLOGY OF SEXUAL BEHAVIOR**

*Laura Been*

Natural Science (NA)

An examination of the neurobiology underlying sexual behavior. This seminar will focus on systems-level understanding of the neural regulation of both pre-copulatory and copulatory behavior, drawing from primary literature in invertebrate, rodent, and human model systems. Prerequisite(s): PSYC 100 and PSYC 217, or instructor consent. (Offered Fall 2017)

### **PSYC H335 NARRATIVE IDENTITY**

*Jennifer Lilgendahl*

Social Science (SO)

This course is an in-depth examination of the field of narrative identity, which takes as its guiding assumption that identity is constructed through finding meaning in past experiences and narrating our life stories. Course readings will draw from both quantitative and qualitative traditions and from several fields of psychology (developmental, personality, cultural, and clinical). Topics to be addressed include the development of narrative identity from childhood to old age, how cultural, historical, and social-structural forces shape narrative identity, and the role of narrative transformation in therapeutic processes, self-growth, and social change. Prerequisite(s): PSYC 100 or B105, PSYC 200 (or B205), and at least one of the following 200-level courses: PSYC 210, 215, 224, 242 or BMC PSYC 206 or 208; or instructor consent. (Offered Spring 2018)

### **PSYC H337 STRESS AND COPING**

*Shu-wen Wang*

Social Science (SO)

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. Crosslisted: Psychology, Health Studies; Prerequisite(s): PSYC H100 or PSYC B105 or Psychology AP Score 4, and one topical 200-level psychology course (i.e., not PSYC H200, B205); or instructor consent. (Offered Fall 2017)

### **PSYC H349 ANXIETY DISORDERS AND THEIR TREATMENT**

*Elizabeth Gordon*

Social Science (SO)

This seminar examines in depth 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(s): PSYC 209 (Abnormal Psychology) or instructor consent. (Offered Fall 2017)

### **PSYC H360 LABORATORY IN COGNITIVE NEUROSCIENCE**

*Rebecca Compton*

Natural Science (NA)

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. The PSYC H260 lecture is not required for this lab. Prerequisite(s): Stats/Methods (PSYC H200 or B205), or instructor consent. (Offered Fall 2017)

### **PSYC H380 PSYCHOLOGY PRACTICUM SEMINAR**

*Shu-wen Wang*

Social Science (SO)

Seminar to accompany 7-8 hour weekly practicum in psychology at a fieldwork site. Students learn about core issues in the "helping" fields and develop basic therapy skills. Application process takes place during fall pre-registration period; instructor consent required. Prerequisite(s): Abnormal Psychology (PSYC 209); Educational Psychology (PSYC 203) may be required for school-based settings; dependent on site. (Offered Spring 2018)

## PSYCHOLOGY

### **PSYC H390 SENIOR THESIS**

*Staff*

Social Science (SO)

Open to senior psychology majors doing a one semester thesis in current semester. (Offered Fall 2017 and Spring 2018)

### **PSYC H391 SENIOR RESEARCH TUTORIAL IN COGNITION**

*Marilyn Boltz*

Social Science (SO)

This senior research tutorial involves small group collaborative research on topics in memory and cognition, and especially those involving music cognition, the psychology of time, audiovisual interactions, and language behavior. Open to senior psychology majors. (Offered Fall 2017)

### **PSYC H392 SENIOR RESEARCH TUTORIAL IN PERSONALITY**

*Jennifer Lilgendahl*

Social Science (SO)

This senior research tutorial examines personality processes and identity development in emerging and middle adulthood, with an emphasis on the role of narrative meaning-making for understanding life trajectories and outcomes. Open to senior psychology majors. (Offered Fall 2017)

### **PSYC H393 SENIOR RESEARCH TUTORIAL IN SOCIAL PSYCHOLOGY**

*Benjamin Le*

Social Science (SO)

This senior thesis tutorial explores social psychological processes and close relationships using both experimental and survey methodologies, with an emphasis on transparency and utilizing best-practices for open science. Open to senior psychology majors. (Typically offered every semester)

### **PSYC H394 SENIOR RESEARCH TUTORIAL IN BEHAVIORAL NEUROSCIENCE**

*Laura Been*

Natural Science (NA)

This senior thesis tutorial examines the bidirectional relationship between the brain and behavior, emphasizing how hormones influence this relationship. Using a rodent model and cutting-edge neuroscience methodologies, students will design and conduct independent empirical projects in behavioral

neuroendocrinology. Open to senior psychology majors. (Offered Fall 2017)

### **PSYC H395 SENIOR RESEARCH TUTORIAL IN COGNITIVE NEUROSCIENCE**

*Rebecca Compton*

Social Science (SO)

This senior thesis tutorial involves designing and implementing projects using EEG methods to study aspects of human cognition. Specific topics vary, but often involve executive functions, attention, or emotion regulation. Open to senior psychology majors. (Offered Fall 2017)

### **PSYC H396 SENIOR RESEARCH TUTORIAL IN CLINICAL PSYCHOLOGY**

*Elizabeth Gordon*

Social Science (SO)

This senior thesis tutorial examines the interplay between clinically relevant experiences and interpersonal processes. Social anxiety, depression, loneliness, and dyadic relationship processes are emphasized. (Offered Fall 2017)

### **PSYC H398 SENIOR RESEARCH TUTORIAL IN CULTURAL PSYCHOLOGY**

*Shu-wen Wang*

Social Science (SO)

This senior thesis tutorial examines the influence of culture, ethnicity, and race on psychological processes. Topics on social behavior and support, emotion processes, and health and well-being are emphasized. Open to senior psychology majors. (Offered Fall 2017)

### **PSYC H480 INDEPENDENT STUDY**

*Staff*

Social Science (SO)

This course involves independent research under the supervision of a faculty member and requires faculty invitation and approval. (Offered occasionally)

# RELIGION

haverford.edu/religion

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.

## LEARNING GOALS

The Haverford religion major is unique in that it provides students with a comprehensive curriculum that includes carefully designed areas of concentrations, specialized coursework, supervised research, a lengthy written research product, and a departmental oral conversation with the entire department as the minimum requirements for fulfilling the major. Through coursework, senior thesis research, and the 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.

## MAJOR REQUIREMENTS

The major in religion is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities and social sciences. The major consists of 11 courses with the following requirements:

- Five courses within an area of concentration: each major is expected to fashion a coherent major program focused around work in one of three designated areas of concentration:
  - **Religious Traditions in Cultural Context.** The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
  - **Religion, Literature, and Representation.** The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

## RELIGION

- **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.

- RELG 299 (Theoretical Perspectives in the Study of Religion).
- RELG 398A and 399B, a two-semester senior seminar and thesis program.
- Three additional half-year courses drawn from outside the major's area of concentration.
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Major Worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

At least six of each major's 11 courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

Final evaluation of the major program will consist of written work, including a thesis, and an oral conversation completed in the context of the Senior Seminar (RELG 398A and 399B).

Advising for the major takes place in individual meetings between majors and faculty advisors and in a departmental Junior Colloquium held once each semester. At this colloquium, majors will present their proposed programs of study with particular attention to their work in the area of concentration. All majors should fill out and bring the Religion Major Worksheet, which can be found on the Religion Department website, to the colloquium.

## MINOR REQUIREMENTS

The minor in religion, like the major, is designed to help students develop a coherent set of

academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities and social sciences. The minor consists of six courses with the following requirements:

- Five courses within an area of concentration, with at least one at the 300 level:
  - **Religious Traditions in Cultural Context.** The study of religious traditions and the textual, historical, sociological and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
  - **Religion, Literature, and Representation.** The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
  - **Religion, Ethics, and Society.** The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.
- RELG 299 (Theoretical Perspectives in the Study of Religion).
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Minor Worksheet, available on the Religion Department website, in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

All six courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the minor requirements. Such petitions must be presented to the department for approval in advance.

## SENIOR PROJECT

The senior thesis research project in the Department of Religion serves as a capstone experience for our majors. The work of RELG 398A and 399B, the required courses related to the senior research project in religion, consists of five stages: the formulation of a thesis proposal; presentation of the proposal; presentation of a portion of work in progress; the writing and

## RELIGION

submission of first and final drafts; oral discussion with department faculty.

process of the final evaluation and grading of your work.

### Senior Project Learning Goals

The goals of the senior thesis process are to:

- further develop research skills and obtain a mastery of academic citation practices.
- provide students with an opportunity to pursue original research questions and to sharpen scholarly interests as one masters a particular field/argument.
- enhance written and verbal analysis through participation in the yearlong senior seminar with department faculty and students, weekly meetings with individual advisors, and the final oral presentation of the thesis to the department.
- nurture group cohesion as a department, through collaborative participation with fellow majors during the course of RELG 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.

### Senior Project Assessment

You will receive a regular course grade for RELG 399b, which will appear on your transcript. This overall grade is comprised of three separate grades that evaluate:

- Your participation in the seminar process outlined above.
  - Participation in the seminar means: punctual attendance at all seminar events; careful preparation, especially the reading of your colleagues' work in progress; and regular meetings with your advisor and submission of writing, according to the schedule mutually agreed upon.
- The quality of your thesis.
- Your thesis will be read by all members of the department, who will mutually agree upon a grade for the written thesis. This grade will be factored into your final grade for the seminar.
- The effectiveness of your oral exam.
  - The effectiveness of your oral discussion will be factored into the final grade for the thesis and for the seminar as a whole. All members of the department will participate in your oral discussion, but your advisor will not participate in the

## 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

### Elaine Beretz

Visiting Assistant Professor

### Molly Farneth (*on leave Fall 2017*)

Assistant Professor

### Pika Ghosh

Visiting Associate Professor

### Nicholas Harris

Visiting Instructor

### Kenneth Koltun-Fromm

Chair and Professor

### Naomi Koltun-Fromm

Associate Professor

### Brett Krutzsch

Visiting Assistant Professor

### Anne McGuire (*on leave 2017-2018*)

Kies Family Associate Professor in the Humanities

### Terrance Wiley

Assistant Professor

## COURSES

### RELG H101 INTRODUCTION TO THE STUDY OF RELIGION

*Kenneth Koltun-Fromm*  
Humanities (HU)

## RELIGION

An introduction to the study of religion from multiple perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation. (Typically offered every other year)

### **RELG H104 RELIGION AND SOCIAL ETHICS**

*Staff*

Humanities (HU)

Introduces students to debates in social ethics, with a focus on Jewish, Protestant, and Catholic perspectives on the theological and ethical significance of race, class, and gender in contemporary society. Topics may include racism, incarceration, poverty, gender-based domination, and same-sex marriage. (Offered Spring 2018)

### **RELG H105 FOOD & RELIGION**

*Molly Farneth, Kenneth Koltun-Fromm*

Humanities (HU)

An exploration of the role of food in religious beliefs and practices. Topics include the role of food in religious rituals, the connection between religious foodways and religious identities, and the ethics of food production and consumption. (Offered Spring 2018)

### **RELG H107 VOCABULARIES OF ISLAM**

*Staff*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H110 SACRED TEXTS AND RELIGIOUS TRADITIONS**

*Anne McGuire*

Humanities (HU)

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts. (Typically offered every other fall)

### **RELG H111 INTRODUCTION TO HINDUISM**

*Pika Ghosh*

Humanities (HU)

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. (Typically offered every other year)

### **RELG H113 ANIMALS AND RELIGION**

*Staff*

Humanities (HU)

The course explores central themes in the study of religion – such as myth and ritual – through a focus on animals. To do so we will engage a selection of primary sources and scholarly articles that examine the place of animals in the major world religions: Christianity, Islam, Judaism, Buddhism, Hinduism, Chinese traditions, as well as American indigenous traditions. (Not offered 2017-18)

### **RELG H122 INTRODUCTION TO THE NEW TESTAMENT**

*Anne McGuire*

Humanities (HU)

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. (Typically offered every spring)

### **RELG H124 INTRODUCTION TO CHRISTIAN THOUGHT**

*Elaine Beretz*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H150 SOUTH ASIAN RELIGIOUS CULTURES**

*Pika Ghosh*

Humanities (HU)

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism,

## RELIGION

Islam, and Sikhism in South Asia. (Offered Fall 2017)

### **RELG H201 INTRODUCTION TO BUDDHISM**

*Hank Glassman*

Humanities (HU)

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion (Typically offered every other year)

### **RELG H202 THE END OF THE WORLD AS WE KNOW IT**

*Naomi Koltun-Fromm*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H208 POETICS OF RELIGIOUS EXPERIENCE IN SOUTH ASIA**

*Pika Ghosh*

Humanities (HU)

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. (Offered Spring 2018)

### **RELG H212 JERUSALEM: CITY, HISTORY AND REPRESENTATION**

*Naomi Koltun-Fromm*

Humanities (HU)

An examination of the history of Jerusalem as well as a study of Jerusalem as religious symbol and how the two interact over the centuries. Readings from ancient, medieval, modern and contemporary sources as well as material culture and art. (Offered Spring 2018)

### **RELG H221 WOMEN AND GENDER IN EARLY CHRISTIANITY**

*Anne McGuire*

Humanities (HU)

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. (Typically offered every year)

### **RELG H222 GNOSTICISM**

*Anne McGuire*

Humanities (HU)

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. (Not offered 2017-18)

### **RELG H223 BODY, SEXUALITY AND CHRISTIANITY**

*Elaine Beretz*

Humanities (HU)

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed. (Offered Spring 2018)

### **RELG H230 RELIGION AND BLACK FREEDOM STRUGGLE**

*Terrance Wiley*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H240 HISTORY AND PRINCIPLES OF QUAKERISM**

*Emma Lapsansky*

## RELIGION

Social Science (SO)

The development of Quakerism and its relationship to other religious movements and to political and social life, especially in America. The roots of the Society of Friends in 17th-century Britain, and the expansion of Quaker influences among Third World populations, particularly the Native American, Hispanic, east African, and Asian populations. Crosslisted: Religion, History (Offered Spring 2018)

### **RELG H248 THE QURAN**

*Staff*

Humanities (HU)

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. Crosslisted: Religion, Comparative Literature (Not offered 2017-18)

### **RELG H254 RAP AND RELIGION: RHYMES ABOUT GOD AND THE GOOD**

*Terrance Wiley*

Humanities (HU)

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, Lauryn Hill, and Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time. (Offered Spring 2018)

### **RELG H257 THE YOGA TRADITION IN SOUTH ASIA AND BEYOND**

*Pika Ghosh*

Humanities (HU)

Examines strands in the history of yoga practice and thought from the earliest textual discussions of yoga until the present day. Topics include the shifting meanings attributed to the term yoga across a range of communities, Islam and yoga, and the impact of colonialism and nationalism on shaping modern perceptions. (Offered Spring 2018)

### **RELG H258 GENDER AND POWER IN RECENT JEWISH AND CHRISTIAN THOUGHT**

*Molly Farneth*

Humanities (HU)

An exploration of gender in Judaism and Christianity through a study of feminist and queer thinkers who critique and contribute to these traditions. Topics include sex/gender difference, the gender of God, and the nature of divine authority. Prerequisite(s): Familiarity with philosophical and/or theoretical inquiry is recommended. (Typically offered every other year)

### **RELG H259 GENDER AND SEXUALITY IN ISLAMIC TEXTS AND PRACTICES**

*Staff*

Humanities (HU)

This course explores competing notions of gender and sexuality in Islamic societies from the time of Muhammad to the contemporary period. Readings include primary sources in translation as well as scholarly articles, works of fiction and nonfiction. (Not offered 2017-18)

### **RELG H268 ANARCHISM: RELIGION, ETHICS, POLITICAL OBLIGATION**

*Terrance Wiley*

Humanities (HU)

Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy and religious movement. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement. (Offered Spring 2018)

### **RELG H273 GRAPHIC RELIGION: THE ETHICS OF REPRESENTATION**

*Kenneth Koltun-Fromm*

Humanities (HU)

An examination of multiple visual "texts"—film, photography, graphic novels, and other plastic arts—to uncover the ethical obligations, moral commitments, theological convictions, individual attachments, and communal duties that arise in seeing religion. (Typically offered every other year)

### **RELG H276 RELIGION AND U.S. POLITICS: SEXUALITY, RACE, AND GENDER**

*Brett Krutzsch*

## RELIGION

### Humanities (HU)

This course examines why religion is commonly invoked in political debates about sexuality and gender even though the United States promotes itself as a secular democracy. The class will question if the United States has a secular government, explore what the separation of church and state means, and analyze if American citizens have religious freedom. The class will also explore the role religion has played in political movements centered on race, gender, and sexuality, and question why women's reproductive rights and LGBTQ issues have been a common focus for government regulations and religious lobbying. (Offered Fall 2017)

### **RELG H280 ETHICS AND THE GOOD LIFE**

*Molly Farneth*

Humanities (HU)

This course examines influential accounts of the "good life" in Western religious and philosophical traditions, and the ways that contemporary ethicists draw on those accounts to think about religion, ethics, and politics today. We pay particular attention to the social and political dimensions of these accounts of the good life, to consider how we can live well together in spite of our differences. (Typically offered every other year)

### **RELG H299 THEORETICAL PERSPECTIVES IN THE STUDY OF RELIGION**

*Kenneth Koltun-Fromm*

Humanities (HU)

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. (Offered Fall 2017)

### **RELG H303 RELIGION, LITERATURE AND REPRESENTATION: IMAGES OF KRISHNA**

*Pika Ghosh*

Humanities (HU)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the

divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums. (Offered Fall 2017)

### **RELG H305 SEMINAR IN RELIGION, ETHICS, AND SOCIETY: MONOGAMY AND MARRIAGE IN AMERICA**

*Brett Krutzsch*

Humanities (HU)

This course will explore how coupled, monogamous marriage became the sexual and romantic ideal in the United States, and, in particular, how that ideal is connected to religion, race, gender, and sexuality. The class will question why politicians, religious leaders, and average citizens have promoted monogamy as the only legitimate sexual relationship. We will study queer theoretical arguments about monogamy and polyamory, anti-miscegenation laws, religious alternatives to monogamy, and the role religion has played in shaping social norms about acceptable sexual citizens. (Offered Fall 2017)

### **RELG H308 MYSTICAL LITERATURES OF ISLAM**

*Staff*

Humanities (HU)

Overview of the literary expressions of Islamic mysticism through the study of poetry, philosophy, hagiographies, and anecdotes. Topics include: unio mystica; symbol and structure; love and the erotic; body / gender; language and experience. (Offered occasionally)

### **RELG H312 RITUAL AND THE BODY**

*Molly Farneth*

Humanities (HU)

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood. Prerequisite(s): At least one 200-level course in the department, or instructor consent. (Offered Spring 2018)

### **RELG H316 HEGEL'S SOCIAL ETHICS**

*Molly Farneth*

Humanities (HU)

An examination of religion, ethics, and politics in Hegel's *Phenomenology of Spirit* (in translation). As we work through Hegel's monumental text, we will consider its influence over modern and contemporary discussions of gender, domination,

## RELIGION

ethical conflict and religious pluralism.

Prerequisite(s): At least one 200-level course in philosophy, political theory, or religious thought, or instructor consent. (Typically offered every other year)

### **RELG H319 BLACK QUEER SAINTS: SEX, GENDER, RACE, CLASS AND THE QUEST FOR LIBERATION**

*Terrance Wiley*

Humanities (HU)

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures. Crosslisted: Africana Studies, Religion; Prerequisite(s): 200-level humanities course or instructor consent. (Typically offered every other year)

### **RELG H398 SENIOR THESIS SEMINAR PART 1**

*Terrance Wiley*

Humanities (HU)

A practical methodology course which prepares senior Religion majors to write their senior theses. (Offered Fall 2017)

### **RELG H399 SENIOR SEMINAR AND THESIS**

*Staff*

Humanities (HU)

Senior Thesis (Offered Spring 2018)

# ROMANCE LANGUAGES (BRYN MAWR)

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.

## 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 advisors no later than their sophomore year in order to select courses in the various departments that complement each other.

Students should consult with their advisors 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 advisor.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

## WRITING REQUIREMENT

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

## FIRST LANGUAGE AND LITERATURE

### French

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level, including FREN 213. Advanced language course: FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

### Italian

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.

### Spanish

SPAN 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 110, SPAN 120. Two courses at the 200 level. Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).\*

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.

## **ROMANCE LANGUAGES (BRYN MAWR)**

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.

### **REQUIREMENTS FOR HONORS**

\* 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)

### **FACULTY**

**Brigitte Mahuzier**

Chair and Professor of French

**María Cristina Quintero**

Chair and Professor of Spanish

**Roberta Ricci**

Chair and Associate Professor of Italian

# RUSSIAN (BRYN MAWR)

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.

## 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.

## 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.

## REQUIREMENTS FOR 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.

## FACULTY

**Bella Grigoryan**  
Assistant Professor

**Timothy Harte**  
Chair and Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian

**Marina Rojavin**  
Lecturer

**Jesse Stavis**  
Visiting Assistant Professor

**Irina Walsh**  
Lecturer

## COURSES

### RUSS B001 ELEMENTARY RUSSIAN INTENSIVE

*Tim Harte*  
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. (1.5 credits) (Offered Fall 2017)

### RUSS B002 ELEMENTARY RUSSIAN INTENSIVE

*Jesse Stavis*  
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. (1.5 credits) (Offered Spring 2018)

### RUSS B101 INTERMEDIATE RUSSIAN

*Bella Grigoryan*  
Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian

## RUSSIAN (BRYN MAWR)

classics and contemporary works. Five hours a week. (Offered Fall 2017)

### **RUSS B102 INTERMEDIATE RUSSIAN**

*Bella Grigoryan*

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. (Offered Spring 2018)

### **RUSS B106 INTENSIVE SURVIVAL RUSSIAN**

*Staff*

This course will be an intensive “crash” course in Russian for those enrolled in the 360 who have no prior experience studying or speaking Russian (those in the 360 who have studied the Russian language in the past will be expected to take a concurrent Russian language course at the College). This course will entail 5 hours/week of elementary language instruction in Russian, with special emphasis on speaking skills needed for the trip. (Not offered 2017-2018)

### **RUSS B201 ADVANCED RUSSIAN**

*Irina Walsh*

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. (Offered Fall 2017)

### **RUSS B202 ADVANCED RUSSIAN**

*Irina Walsh*

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. (Offered Spring 2018)

### **RUSS B206 DOSTOEVSKY IN TRANSLATION**

*Bella Grigoryan*

This course provides a dynamic and comprehensive survey of Fyodor Dostoevsky’s career. We will study the formal and thematic dimensions of his works in detail and contextualize his oeuvre in relation to such areas as Russian and European literary, intellectual, cultural, and political history; the relevant secular and religious philosophical traditions and currents; Dostoevsky’s own rather storied biography; his frequently polemical (but always robust) responses to West European cultural and

intellectual trends; the reception of his works both in Russia and abroad, and their impact on foundational theoretical approaches to the study of literature broadly and the novel especially. Readings include *Notes from Underground*, *Crime and Punishment*, *The Brothers Karamazov*, and a number of celebrated short works. All readings in English translation. (Offered Fall 2017)

### **RUSS B209 RUSSIA AND THE EAST: SIBERIA IN RUSSIAN CULTURE**

*Staff*

“We are Asians!” famously declared the Russian poet Aleksandr Blok in 1918. Russian culture has long celebrated the nation’s close ties to the east as well as its ancient eastern heritage. From the time of Genghis Khan and the Mongolian yoke’s invasion of Kievan Rus’ in the 13th century to the present day and Vladimir Putin’s ongoing geopolitical pivot to the east, Russia has grappled with its eastern roots, its vast eastern expanse, and Sino-Russian relations. This course will explore a wide variety of cultural manifestations of Russia’s eastern orientation: Russian philosophy at the turn into the 20th century that emphasized Russia’s eastern, mystical focus; Russian symbolist poetry and prose that amplified Russia’s ties to the East; silent cinema of the 1920s that linked revolution to the East; non-fiction accounts of penal colonies and work camps scattered throughout Siberia (with particular emphasis on the work of Chekhov, Solzhenitsyn, Shalamov); late Soviet fiction probing life in rural Siberia; and contemporary Russian fiction that revisits Russia’s eastern mysticism. Exploring Russia’s ties to the East from a variety of historical, artistic, and social perspectives, this course aims to explore Russian culture’s Eurasian essence. (Not offered 2017-2018)

### **RUSS B214 ANNA KARENINA AND THE TASKS OF LITERATURE**

*Bella Grigoryan*

This course takes Lev Tolstoy’s *Anna Karenina* as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy’s important early works (notably, his *Childhood*, *Boyhood*, *Youth*.), then read *Anna Karenina* slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel’s aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and

## RUSSIAN (BRYN MAWR)

legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy's late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert's *Madame Bovary*, Nathaniel Hawthorne's *The Scarlet Letter*, Alexander Pushkin's *Eugene Onegin*) that, much as they predate Tolstoy's masterpiece, help us bring the central preoccupations of Anna Karenina into sharper focus. We will conclude the course with Tolstoy's late short works, a short story by Anton Chekhov, and Virginia Woolf's *Mrs. Dalloway*, which we will contemplate as a reply to and a potential re-writing of Anna Karenina, since the English modernist famously declared that she had "nearly every scene of Anna Karenina branded in [her.]" All readings in English. (Offered Spring 2018)

### **RUSS B217 THE CINEMA OF ANDREI TARKOVSKY**

*Tim Harte*

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. (Not offered 2017-2018)

### **RUSS B221 THE SERIOUS PLAY OF PUSHKIN AND GOGOL**

*Staff*

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 2017-2018)

### **RUSS B223 RUSSIAN AND EAST EUROPEAN FOLKLORE**

*Staff*

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. (Not offered 2017-2018)

### **RUSS B235 THE SOCIAL DYNAMICS OF RUSSIAN**

*Staff*

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. (Not offered 2017-2018)

### **RUSS B238 TOPICS: THE HISTORY OF CINEMA 1895 TO 1945**

*Staff*

This is a topics course. Course content varies. (Not offered 2017-2018)

### **RUSS B254 RUSSIAN CULTURE AND CIVILIZATION**

*Irina Walsh*

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. (Offered Fall 2017)

### **RUSS B258 SOVIET AND EASTERN EUROPEAN CINEMA OF THE 1960S**

*Tim Harte*

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. (Offered Fall 2017)

### **RUSS B271 CHEKHOV: HIS SHORT STORIES AND PLAYS IN TRANSLATION**

*Staff*

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-

## RUSSIAN (BRYN MAWR)

speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English. (Not offered 2017-2018)

### **RUSS B277 NABOKOV IN TRANSLATION**

*Tim Harte*

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. (Offered Spring 2018)

### **RUSS B321 THE SERIOUS PLAY OF PUSHKIN AND GOGOL**

*Staff*

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 2017-2018)

### **RUSS B342 RUSSIAN CULTURE TODAY**

*Irina Walsh*

This seminar focuses on current cultural trends in Russia, with special emphasis on the interplay between various artistic media and post-Soviet Russia's rapidly developing society. Students will be introduced to contemporary Russian literature, painting, television, film, and music while considering such topics as Russia's ambiguous attitude toward the West, the rise of violence in Russian society, and Russia's evaluation of the past. Prerequisite: RUSS 102 or the equivalent. (Offered Fall 2017)

### **RUSS B365 RUSSIAN AND SOVIET FILM CULTURE**

*Marina Rojavin*

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. (Offered Spring 2018)

### **RUSS B380 SEMINAR IN RUSSIAN STUDIES**

*Irina Walsh*

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 102 and one 200-level Russian literature course. (Offered Spring 2018)

### **RUSS B390 RUSSIAN FOR PRE-PROFESSIONALS I**

*Marina Rojavin*

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. (Offered Fall 2017)

### **RUSS B391 RUSSIAN FOR PRE-PROFESSIONALS II**

*Marina Rojavin*

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. (Offered Spring 2018)

### **RUSS B398 SENIOR ESSAY**

*Staff*

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. (Not offered 2017-2018)

### **RUSS B403 SUPERVISED WORK**

*Staff*

(Offered Fall 2017)

# SCIENTIFIC COMPUTING

[haverford.edu/scientific-computing](http://haverford.edu/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.

## LEARNING GOALS

As students progress through the curriculum, they will:

- learn to read, write, and debug code in at least one programming language, using idioms appropriate to the major field of study.
- apply computational reasoning to a broad set of problems.
- learn tools and concepts required to computationally approach scientific problems within the discipline of their major.
- appreciate trade-offs and limitations of computational approaches to problem solving (e.g., accuracy vs. computation time, approximations needed to make real-world problems calculable, numerical errors inherent to computations themselves).

## CURRICULUM

Three of the six courses required for the concentration focus on general issues of computing (see Requirements A and B below): two of these serve as an introduction to computer science and programming, and 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 2-3 courses for a concentration must also count 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 majoring in astronomy, biology, chemistry, economics, mathematics, and physics should consult the relevant sections of the Catalog for information about the relationship of this concentration to their courses of study.

Given the abundance of math, physics, chemistry, and computer science courses listed under Requirements B and C, students with these majors should have no problem choosing courses (though one of the coordinators of the concentration should be consulted during this selection). Example "Requirement C" tracks for majors in astronomy, biology, chemistry, and economics are available, but a student may of course choose other courses (in consultation with one of the coordinators).

## REQUIREMENTS

The concentration consists of six credits that fall into four categories of requirements, denoted (A), (B), (C), (D). These are merely categorical labels, and we have no intention of expressing a time-ordered sequence. In fact, we anticipate that many students in fields other than computer science will 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 afterward.

The six courses should be selected from the following list and approved by the student's concentration advisor. Of the six credits required for the concentration, no more than two of the courses in (B) or (C) may count towards both the concentration and the student's major. (Also, per College rules, 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, both introductory computer science courses, CMSC 105 and CMSC 110, cannot be taken for credit.)

## SCIENTIFIC COMPUTING

### Categories of Requirements

Category A: Year-long introduction to computer science and programming, that may consist of (CMSC 105 and CMSC 106) or (CMSC B110 and CMSC B206) or (CMSC 107).

Category B: One course involving regular programming assignments and becoming familiar with discipline-specific programming idioms, chosen from the following list:

- ASTR 341: Advanced Topics in Astrophysics: Observational Astronomy
- ASTR 342: Advanced Topics in Astrophysics: Modern Galactic Astronomy
- ASTR 344: Advanced Topics in Astrophysics: Computational Astrophysics
- CMSC 187: Scientific Computing-Discrete Problems
- CMSC 207: Data Science and Visualization
- CMSC 250: Computational Models in the Sciences
- CMSC 287: High Performance Scientific Computing
- CMSC/LING 325: Computational Linguistics
- CHEM 304: Statistical Thermodynamics and Kinetics
- CHEM 305: Quantum Chemistry
- MATH 222: Scientific Computing-Continuous Problems
- PHYS 304: Computational Physics

Category C: Three credits worth of electives in which real-world phenomena are investigated using computation, at a significant level as determined by the standards of that discipline. 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. These courses should be drawn from the following list:

- Any of the courses on the (B) list above
- BIOL 300: Superlab
- BIOL 301: Advanced Genetic Analysis (1/2 credit)
- BIOL 354: Computational Genomics (1/2 credit)
- BIOL 357: Protein Design (1/2 credit)
- CHEM 322: Advanced Physical Chemistry: Mathematical Modeling & Natural Processes

- CMSC 120: Visualizing Information
- CMSC 225: Fundamentals of Databases
- CMSC 235: Information and Coding Theory
- CMSC 250: Computational Models in the Sciences
- CMSC/LING 325: Computational Linguistics
- ECON 032: Operations Research
- MATH 204/210: Differential Equations, in years in which it includes significant computer lab exercises involving modeling and/or simulation
- MATH 210: Linear Optimization and Game Theory
- MATH 286: Applied Multivariate Statistical Analysis
- MATH 394: Advanced Topics in Computer Science and Discrete Math
- MATH 397: Advanced Topics in Applied Math
- MATH 056: Modeling
- PHYS 306: Mathematical Methods in the Physical Sciences
- PHYS 316: Electronic Instrumentation and Computers
- PHYS 026: Chaos, Fractals, Complexity, Self-Organization, and Emergence
- Up to 1 credit of senior research (e.g., ASTR 404, BIOL 40x, CHEM 361, CMSC 480, MATH 399, PHYS 41x), if the project has a significant focus on scientific computing

Category D: Some part of completion of the concentration must include a project-based experience in which computation is applied to investigate a real-world phenomenon, e.g.,

- A senior thesis/experience with significant scientific computing component, or
- A summer research experience, or
- A 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 Professor of Computational Science

### Philip Meneely

Biology representative, Professor of Biology

## SCIENTIFIC COMPUTING

**Joshua Schrier**

Concentration Coordinator and Chemistry  
representative, Associate Professor of Chemistry

# 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 theoretical and methodological rigor and sophistication within the approaches they 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.

## LEARNING GOALS

We want our students to learn how to “do sociology.” Students who take our courses read exemplars of sociological research. The goal is not a mastery of theory and methods for their own sake, but the ability to think theoretically and to evaluate arguments empirically and systematically using the methodology best suited to the argument. The sociology they read in their courses is a means and not an end; these texts should be understood as a set of exemplifications of how sociology might be done. In addition, students are able to improve their writing skills through completing course assignments.

We expect that the completion of a major will enable them to do sociology autonomously, in a way that prepares them for careers in applied settings, different professions such as law or public health, and for graduate training at the discipline’s best departments.

## CURRICULUM

To facilitate our student’s ability to accomplish the goal of “doing sociology,” each major enrolls in the two-semester Foundations in Social Theory seminar, where we provide a fundamental grounding in social theory. Our upper-division courses build on this foundation, specifying and developing the theory to address questions in substantive areas of the discipline. Ideally, the theory allows students to construct theoretically-insightful arguments about substantive areas not covered in our curriculum. We teach seminars in both quantitative methods and qualitative methods to enable students to acquire a wide range of research skills for addressing problems of interest to them.

## 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 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.

## 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

## SOCIOLOGY

in the department.

Students may take no more than four courses with a single professor.

### SENIOR PROJECT

Sociology majors must complete a senior thesis, which is a year-long research project. The thesis serves as a culmination of the department's aims of having students "do sociology." In preparation they will have taken many classes inside the department that have provided them with opportunities to understand critical theoretical debates in the literature and have introduced them to different research traditions within the discipline. These courses also provide the opportunity to examine shorter theoretical topics, as well as write shorter research papers. The senior thesis is the longest and most involved writing assignment, and as such presents students with an opportunity to complete a real research project.

The senior thesis consists of two courses, 450A and 450B. Each senior is required to formulate a research topic that addresses a theoretical problem that they evaluate through empirical investigations. Each senior selects and works regularly with a primary advisor, with whom they meet weekly, as part of a group and/or individually. They spend the fall semester refining their argument, working to construct an answerable research question that is generally based on concerns that have come from their previous coursework. Each senior also presents their work periodically to all department faculty and seniors. Students present their research problem, a report on how the work is developing, and a draft of a theoretical or an empirical section. This process provides the opportunity for students to develop their oral presentation skills. The process also encourages and facilitates the ability of students to work with more than one member of the faculty on their theses. These meetings also serve to foster cooperation and support among the students.

The spring semester is spent further backing up their argument with their empirical work, and revising the thesis into a completed form. Students continue to meet with their primary thesis advisors, collectively and/or individually every week. They continue to make oral presentations to the faculty and seniors in the

department, culminating in a final public presentation before the department, including junior and newly declared sophomore majors, as well as invited guests.

### Senior Project Learning Goals

The goals of the senior thesis process are to:

- provide students with an opportunity to pursue an original research question.
- allow them to develop arguments that are longer in length and more empirically supported than in research papers submitted in lower-level courses in the major.
- further develop research skills, including literature review and empirical analysis.
- improve their writing and oral presentation skills.

In regular classes faculty specify the nature of the work to be undertaken. Here students assume responsibility for their own work. They define their own research agenda autonomously—even if assisted by their advisors, and other faculty in (and outside of) the department—and they are expected to create a masterwork that manifests their ability to "do sociology."

### Senior Project Assessment

Each student's work is then evaluated by all faculty in the department. Evaluation is based on whether the thesis:

- formulates a research problem in theoretical terms.
- makes a cogent, sophisticated theoretical argument.
- masters literature relevant to the main argument, and contextualizes the argument within it.
- completes systematic empirical work appropriate to the research question
- is presented well, in both oral and written formats.

## CONCENTRATIONS

The department contributes to multiple concentrations, including Peace, Justice, and Human Rights, Middle Eastern and Islamic Studies, African and Africana Studies, and Gender and Sexuality Studies.

## RESEARCH AND OTHER OPPORTUNITIES

There are plenty of resources on campus to fund student research projects, reading seminars, and

## SOCIOLOGY

other initiatives. Our majors receive support from both the Center for Peace and Global Citizenship ([haverford.edu/CPGC](http://haverford.edu/CPGC)) and the John B. Hurford '60 Center for the Arts and Humanities ([haverford.edu/HCAH](http://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 at this meeting to get feedback, as well as meet people they might want to work with in graduate school.

### FACULTY

**Mark Gould**

Professor

**Elise Herrala**

Visiting Assistant Professor

**Matthew McKeever**

Chair and Professor

### COURSES

#### **SOCL H102 REPRODUCING DIFFERENCE: THE SOCIOLOGY OF TASTE, CONSUMPTION, AND LIFESTYLE**

*Elise Herrala*

Social Science (SO)

A sociological examination of how consumption, lifestyle and taste come together to operate as a site of class difference and social reproduction. (Offered Fall 2017)

#### **SOCL H150 SOCIOLOGY OF IMMIGRATION: IMMIGRATION TO THE U.S.**

*Matthew McKeever*

Social Science (SO)

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. (Offered occasionally)

#### **SOCL H155 FOUNDATIONS IN SOCIAL THEORY**

*Mark Gould, Matthew McKeever*

Social Science (SO)

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. The two semesters of this course are autonomous; 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. (Offered Fall 2017, Spring 2018)

#### **SOCL H208 SOCIOLOGY OF CULTURE**

*Elise Herrala*

Social Science (SO)

This course explores the meaning of culture, where it comes from, and how it is produced. To do this, we look at how symbols, language, cultural production, and forms of knowledge and power interact to shape and create meaning in our lives. From there we will examine different theoretical and empirical approaches to culture in three parts: (1) Codes and Cognition, which examines symbolic codes and communal understandings; (2) Production and Consumption, which considers the roles of markets, globalization, and institutions in both what is produced in the "culture industry" (e.g., art, fashion, technology and television) and how and by whom it is consumed; and (3) Culture and Domination, with a particular focus on culture's role in the reproduction of class difference. Prerequisite(s): SOCL 155 or instructor consent. (Offered Fall 2017)

#### **SOCL H215 QUANTITATIVE METHODS**

*Matthew McKeever*

Social Science (SO), Quantitative (QU)

An introduction to the use of statistics and quantitative data analysis in sociological research. Prerequisite(s): SOCL 155A or 155B, or instructor consent. (Offered Spring 2018)

#### **SOCL H217 QUALITATIVE RESEARCH METHODS**

*Elise Herrala*

Social Science (SO)

This course examines and provides basic training in qualitative methods used in sociological research, including the application and conceptualization of theory, research design, sampling, strategies for framing research and

## SOCIOLOGY

interview questions, and data coding and analysis. Prerequisite(s): SOCL 155A or SOCL 155B, or instructor consent. (Offered Spring 2018)

### **SOCL H221 SOCIOLOGY OF ART**

*Elise Herrala*

Social Science (SO)

The aim of the course is to introduce the relationship between art, culture, and society. Prerequisite(s): SOCL 155A, or SOCL 155B, or instructor consent. (Offered Spring 2018)

### **SOCL H233 TOPICS IN SOCIOLOGY: CONTEMPORARY RESEARCH**

*Matthew McKeever*

Social Science (SO)

This course explores key contemporary research in particular fields within the discipline. The focus of the course changes across semesters and faculty who design it. (Offered Fall 2017)

### **SOCL H235 CLASS, RACE, AND EDUCATION**

*Mark Gould*

Social Science (SO)

An examination of the effects of class and race on educational and occupational outcomes, emphasizing the contemporary United States. (Not offered 2017-18)

### **SOCL H270 MEASURING EDUCATION**

*Matthew McKeever*

Social Science (SO)

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. Crosslisted: Sociology, Education (Offered occasionally)

### **SOCL H277 POLITICAL SOCIOLOGY**

*Mark Gould*

Social Science (SO)

This course examines the social organization of political power in the U.S., focusing on the State, the influence of economic power (corporations & the economic elite) on political decision making, and “democracy”: to what degree are we a democratic nation, what is the state of democracy now, and what might the future hold? We will explore the foundations of the major theories of state and social power—class (Marx), elite

(Weber), and pluralist (de Toqueville) as well as more contemporary theories. (Offered Fall 2017)

### **SOCL H297 ECONOMIC SOCIOLOGY**

*Mark Gould*

Social Science (SO)

The sociological analysis of economic systems and the sociological reconstruction of microeconomic theory. (Not offered 2017-18)

### **SOCL H298 LAW AND SOCIOLOGY**

*Mark Gould*

Social Science (SO)

An examination of the jurisprudential consequences derived from the sociological reconstruction of microeconomic and philosophical theories. (Offered Spring 2018)

### **SOCL H450 SENIOR DEPARTMENTAL STUDIES**

*Mark Gould, Elise Herrala, Matthew McKeever*

Social Science (SO)

Thesis work, two semesters, required of majors in their senior year. (Offered Fall 2017, Spring 2018)

### **SOCL H480 INDEPENDENT STUDY**

*Staff*

Social Science (SO)

Research papers and reading courses on special topics related to the individual interests of advanced students. Prerequisite(s): The instructor’s approval of a research or reading proposal. (Typically offered every year)

# SPANISH

[haverford.edu/spanish](http://haverford.edu/spanish)

The Department of 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.

## LEARNING GOALS

- Students interact effectively with Spanish speakers in Spanish-speaking countries.
- Students critically analyze literary, media and/or language-related products and processes.
- Students reflect on the world and on themselves through the lens of the Spanish language and cultures.
- Students develop interpretive, critical thinking and research skills through their study of the Spanish language and of Hispanic cultural narratives.

## CURRICULUM

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.
  - 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.
  - 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.
- 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/COMPL 250 (Quixotic Narratives), and SPAN 266 (Iberian Orientalism and the Nation).

## MAJOR REQUIREMENTS

- Six courses in Spanish and Spanish American literature or film, and
- Two semesters of SPAN 490 (Senior Seminar), in which students write a senior essay.
  - 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.
  - Students who qualify by pre-college training or study abroad may substitute 300-level courses for the 200-level offerings.
  - The program must include at least two courses at the 200 or 300 level that focus substantially on literature prior to 1898.

Students may not count Bryn Mawr courses SPAN 110 (Introducción al análisis cultural) and SPAN 120 (Introducción al análisis literario) toward major requirements.

## MINOR REQUIREMENTS

- Six courses at the 200 or 300 level, with a minimum of one course at the 300 level to be taken at Haverford or Bryn Mawr.
- One of the six courses should focus substantially on literature prior to 1898.

Students may not count Bryn Mawr courses SPAN 110 (Introducción al análisis cultural) and SPAN 120 (Introducción al análisis literario) toward minor requirements.

## SPANISH

### **LATIN AMERICAN, IBERIAN AND LATINO STUDIES CONCENTRATION**

The Latin American, Iberian and Latino Studies 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).

The Spanish Department supervises the concentration, which is available to students majoring in history, history of art, religion, political science, anthropology, psychology, economics, comparative literature, linguistics or Spanish. Working with the concentration coordinator, the student selects an array of six courses (as explained in detail in the relevant section of the Catalog) from among a list of approved courses relating to some aspect of LAIS, but also intersecting with the major. Then in the senior year the student incorporates the perspectives gleaned from these courses and disciplines into their senior capstone project.

For more information about the Latin American, Iberian and Latino Studies concentration and its requirements, please see the LAIS website ([haverford.edu/lails](http://haverford.edu/lails)).

### **SENIOR PROJECT**

The senior thesis research project in the Department of Spanish is a year-long process that serves as a capstone experience for our majors. To complete the project, all seniors enroll in the Spanish Senior Seminar (Spanish 490). In the fall, guided by a faculty member, students develop their thesis topic, compile critical bibliographies, and situate their writing in the context of scholarship in the appropriate field and subject, completing a prospectus. In the spring, students meet individually with a designated advisor on a weekly/bi-weekly basis, and submit sections of the work in accordance with a series of recommended due dates. The expectation is that the thesis will be about 25-30 pages in length.

#### **Senior Project Learning Goals**

Students will develop and hone the following abilities in writing their senior theses:

- Conceptualizing a relevant research question.
- Using bibliographic resources and research tools appropriately.
- Analyzing literary and media products and/or

certain language-related issues critically.

- Expressing, orally and in writing, complex ideas in correct Spanish; writing in a clear and compelling manner.
- Familiarizing themselves with and contributing to the relevant scholarship.
- Making an original contribution to the intellectual conversation with the text(s) and/or scholarship related to the subject.

#### **Senior Project Assessment**

The grade for the thesis is assigned by consensus by the entire department, with special consideration of the input from the advisor. A rubric (based on the goals described above) is applied to assess the students' work. Students also do an oral presentation of their work.

To view the Senior Thesis rubric, please visit the departmental website.

### **AFFILIATED PROGRAMS**

#### **Accelerated Degree Program in Latin American Studies**

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, Iberian and Latino Studies to pursue an accelerated course of study resulting in a graduate degree.

For detailed information about this opportunity, see the Latin American, Iberian and Latino Studies website ([haverford.edu/lails](http://haverford.edu/lails)).

### **REQUIREMENTS FOR HONORS**

The department invites students it considers qualified to become candidates for honors during the second semester of their senior year. Honors candidates are chosen from among students who 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. It is expected that an honors thesis will be about 35-40 pages in length.

### **STUDY ABROAD**

The department encourages students to spend a semester or a year studying in a Spanish-speaking context, in Argentina, Chile, Cuba, México, and Spain.

## SPANISH

Credit for courses taken abroad will be determined on a case-by-case basis. Students will need to provide documentation about the content (e.g., syllabi, papers, and exams) of courses taken abroad.

The language requirement cannot be completed while studying abroad.

### PRIZES

#### **Manuel J. and Elisa Pi Asensio Prize:**

In recognition of their many contributions to Spanish and Spanish American studies, and of their tireless support of Haverford students—especially Latino and Latin American students—the Department of Spanish awards the Manuel J. and Elisa Pi Asensio Prize, to be given annually to the best senior essay submitted for the major in Spanish or for the concentration in Latin American, Latino, and Iberian Studies.

### FACULTY

#### **Israel Burshatin**

Professor of Spanish and Comparative Literature

#### **Roberto Castillo Sandoval**

Associate Professor of Spanish and Comparative Literature

#### **Aurelia Gómez Unamuno**

Assistant Professor

#### **Ariana Huberman**

Chair and Associate Professor

#### **Ana López Sánchez**

Associate Professor

#### **Lina Martínez Hernández**

Visiting Assistant Professor

#### **Graciela Michelotti** (*on leave Spring 2018*)

Associate Professor

#### **Giselle Román Medina**

Visiting Assistant Professor

### COURSES

#### **SPAN H001 ELEMENTARY SPANISH**

*Staff*

Humanities (HU)

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 (5) 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 who take the first semester at HC have priority of enrollment in the second semester. (Offered Fall 2017)

#### **SPAN H002 ELEMENTARY SPANISH**

*Staff*

Humanities (HU)

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. Elementary Spanish is a two-semester course. Both semesters are needed to receive credit. Students who take the first semester at HC have priority of enrollment in the second semester. Prerequisite(s): SPAN 001 or instructor consent. (Offered Spring 2018)

#### **SPAN H100 BASIC INTERMEDIATE SPANISH**

*Staff*

Humanities (HU)

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 (3) hours with the instructor and two (2) hours in mandatory tutorial sections. (Offered Fall 2017)

#### **SPAN H101 INTERMEDIATE SPANISH**

*Aurelia Gómez Unamuno*

Humanities (HU)

Review of conversational skills, 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 (3) hours with the instructor and two (2) hours in mandatory tutorial sections. (Offered Fall 2017 and Spring 2018)

#### **SPAN H102 ADVANCED INTERMEDIATE SPANISH**

*Roberto Castillo Sandoval*

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Humanities (HU)  
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 (3) hours with the instructor and two (2) hours in mandatory tutorial sections. (Offered Fall 2017 and Spring 2018)

### **SPAN H201 EXPLORING CRITICAL ISSUES THROUGH WRITING**

*Ana López Sánchez*

Humanities (HU)  
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. This course is conducted in Spanish. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **SPAN H203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA**

*Ariana Huberman*

Humanities (HU)  
The course proposes the study of Latin American Jewish literature focusing on narrative, essay, and poetry of the Twentieth and Twenty-First centuries. It pays close attention to themes, registers, and cultural contexts relevant to the Jewish experience in Latin America. What is Jewish about this literature? Where do these texts cross paths, or not, with other migratory and minority experiences? The texts studied question identity and Otherness, and explore constructions of memory while examining issues of gender, assimilation, transculturation, migration, and exile in relation to the Jewish Diaspora in the Americas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Fall 2017)

### **SPAN H205 STUDIES IN THE SPANISH AMERICAN NOVEL**

*Graciela Michelotti*

Humanities (HU)  
Investigating the Past in Latin American Contemporary Narratives. This course examines issues of memory and identity in the context of personal and national stories/histories. The

course will analyze recently published novels, and short stories (including some film adaptations) by representative writers from the region. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or consent of the instructor. (Typically offered every other year)

### **SPANH206 DIGITALLY NARRATING SECOND LANGUAGE IDENTITIES**

*Ana López Sánchez*

Humanities (HU)  
An exploration of the students' experience in bicultural/bilingual home, or abroad, and of the subjectivities they develop through their use of a second/foreign language. Readings include biographical texts by bilingual authors, and articles on the role of language in the construction of the self. This course is conducted in Spanish. Prerequisite(s): Interning/studying/knowing 2+ languages, or instructor consent. (Typically offered every other year)

### **SPAN 207 FICTIONS OF LATIN AMERICAN HISTORY**

*Roberto Castillo Sandoval*

Humanities (HU)  
This course examines the relationship between history and literature in Spanish America through the analysis and comparison of selected historiographical and literary texts. Particular attention is paid to the ways that historical and literary genres have interacted and influenced one another from the Discovery and Conquest through the Independence and national formation periods and the 20th century. The final class assignment consists of the writing of an original piece of historical fiction in a genre or form of the student's choice, on any event in Latin American history, regardless of whether it was among those covered in class. I provide close guidance both in the research and the writing of the piece. Topics or events may be jointly researched but must be written individually. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): Spanish 102, placement, or instructor consent. (Typically offered every other year)

### **SPAN H210 SPANISH AND SPANISH AMERICAN FILM STUDIES**

*Graciela Michelotti*

Humanities (HU)  
Exploration of films in Spanish from both sides of the Atlantic. The course will discuss

## SPANISH

approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent. (Offered Fall 2017)

### **SPAN H214 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA**

*Roberto Castillo Sandoval*

Humanities (HU)

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. The course fulfills the "pre-1898" requirement. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **SPAN H221 NARRATING MODERN MEXICO**

*Aurelia Gómez Unamuno*

Humanities (HU)

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. This course is conducted in Spanish. (Offered Fall 2017)

### **SPAN H222 RETHINKING LATIN AMERICA IN CONTEMPORARY NARRATIVE**

*Aurelia Gómez Unamuno*

Humanities (HU)

This course explores literary texts and films produced after the 70s 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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, placement, or instructor consent. (Offered Spring 2018)

### **SPANISH H230 MEDIEVAL AND GOLDEN AGE SPAIN: LITERATURE, CULTURE, AND SOCIETY**

*Israel Burshatin*

Humanities (HU)

This course examines culturally significant literary texts produced in the Iberian Peninsula in a period that witnessed both *convivencia* and ethnic violence among the three key religious cultures—Christian, Islamic, and Jewish. Among the topics to be examined: the flowering of Hebrew poetry in both Islamic and Christian kingdoms; the reality and the myth of *Reconquista* ('Christian Reconquest') and the Castilian epic; the creation of the hegemonic "Spanish" subject and his subaltern interlocutors, the *pícaro/a* in picaresque narrative and the *gracioso* in the Golden Age *comedia*; genders, love, and sexuality in the first modern global empire. The course fulfills the "pre-1898" requirement. This course is conducted in Spanish. (Typically offered every other year).

### **SPAN H240 LATIN AMERICAN AND IBERIAN CULTURE AND CIVILIZATION**

*Roberto Castillo Sandoval*

Humanities (HU)

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. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language (Typically offered every other year)

### **SPAN H250 QUIXOTIC NARRATIVES**

*Israel Burshatin*

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### Humanities (HU)

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. This course fulfills the "pre-1898" requirement. This course is conducted in English. Crosslisted: Spanish, Comparative Literature. (Offered Spring 2018)

### **SPAN H266 IBERIAN ORIENTALISM AND THE NATION**

*Israel Burshatin*

Humanities (HU)

This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities, and the subsequent transformations wrought by the rise and decline of imperial Spain. Topics to be examined include the myth of Christian *Reconquista* / Reconquest; the construction of Spanishness as race and nation in the context of Christian hegemony and global empire; depiction of Moors in narrative, material culture, and the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European and U.S. imaginary; contemporary African migrations and the "return of the repressed." This class is conducted in English. Students who wish to obtain Spanish credit are expected to read Spanish language texts in the original and write all assignments in the language. The course fulfills the "pre-1898" requirement. (Typically offered every other year)

### **SPAN H273 THE INVENTION OF PABLO NERUDA: POETICS AND POLITICS**

*Roberto Castillo Sandoval*

Humanities (HU)

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. This course is

conducted in Spanish. Prerequisite(s): SPAN 102, placement, or instructor consent. (Typically offered every other year)

### **SPAN H307 CREATIVE FICTION AND NON-FICTION WRITING WORKSHOP**

*Roberto Castillo Sandoval*

Humanities (HU)

A fiction- and creative nonfiction-writing workshop for students with advanced Spanish writing skills. The class is conducted as a combination seminar and workshop, with time devoted to discussion of work by established authors and by students. The course will focus on the development of essential elements of craft and technique in fiction and non-fiction writing (point of view, voice, dialogue, narrative and rhetorical structure, etc.)

We will focus more on how fiction and non-fiction stories work rather than on what they mean. This writerly perspective can be useful for reconsidering and judging pieces of writing long accepted as "great," as well as a practical method for developing individual styles. Short fiction, crónicas, personal essays, travel narratives, and memoirs are some of the forms we will work on. At the end of the semester, each student will produce a dossier with four edited, full-length pieces of original writing, consisting of a combination of fiction and non-fiction work. Previous experience in creative writing is recommended, although it is not necessary. Prerequisite(s): At least one 300-level course in Spanish, or instructor consent. (Typically offered every other year).

### **SPAN H311 GREEN LATIN AMERICA: CULTURE AND THE ENVIRONMENT**

*Graciela Michelotti*

Humanities (HU)

An ecocritical approach to the study of the Latin American human and non-human environment, and the cultural practices that address this interdependence in the context of its economic, political and social realities. This course is conducted in Spanish. Crosslisted: Spanish, Environmental Studies. Prerequisite(s): One 200-level course or instructor consent. (Offered Fall 2017)

### **SPAN H316 WOMEN AND THE ARMED STRUGGLE IN LATIN AMERICA**

*Aurelia Gómez Unamuno*

Humanities (HU)

An examination of socialist armed struggles in

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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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. Prerequisite(s): One 200-level, preferred 300-level course, or instructor consent. (Offered Spring 2018)

### **SPAN H320 SPANISH AMERICAN COLONIAL WRITINGS**

*Roberto Castillo Sandoval, Ariana Huberman*  
Humanities (HU)

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 Sigüenza y Góngora. This course fulfills the "pre-1898" requirement. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level Spanish course or instructor consent. (Typically offered every other year)

### **SPAN H321 MEXICAN NARRATIVES AFTER 1968**

*Aurelia Gómez Unamuno*  
Humanities (HU)

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. This course is conducted in Spanish. Prerequisite(s): One 200-level course or instructor consent. (Typically offered every other year)

### **SPAN H322 POLITICS OF MEMORY IN LATIN AMERICA**

*Aurelia Gómez Unamuno*  
Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature, PJHR. (Typically offered every year)

### **SPAN H334 GENDER DISSIDENCE IN HISPANIC WRITING**

*Israel Burshatin*  
Humanities (HU)

Study of the dissenting voices of gender and sexuality in Spain and Spanish America and U.S. Latino/a writers. Interrogation of "masculine" and "feminine" cultural constructions and "compulsory heterosexuality," as well as exemplary moments of dissent. Texts to be studied include Hispano-Arabic poetry, Fernando de Rojas's *Celestina*; Tirso de Molina, *Don Gil de las calzas verdes*; Teresa of Avila, Gloria Anzaldúa, and Reinaldo Arenas. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level course or instructor consent. (Typically offered every other year)

### **SPAN H340 THE MOOR IN SPANISH LITERATURE/ EL MORO EN LA LITERATURA**

*Israel Burshatin*  
Humanities (HU)

This course examines cultural production in the frontier cultures of medieval Iberia against a background of collaboration and violence among Islamic, Christian, and Jewish communities. Topics include the Christian *Reconquista*; the construction of Spanishness as race and nation in the context of the first global empire; idealization of Moors in narrative and material culture; Moors and Jews in the discourses of gender and sexuality; internal colonialism and Morisco resistance; perceptions of Spain as exotic or abject other in the Northern European or U.S. imaginary; contemporary African migrations and the "return of the repressed" of imperial Spain. The course fulfills the "pre-1898" requirement.

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This course is conducted in Spanish. (Typically offered every other year)

### **SPAN H360 LEARNING-TEACHING A FOREIGN LANGUAGE**

*Ana López Sánchez*

Humanities (HU)

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. This course is conducted in Spanish. Crosslisted: Spanish, Education. Prerequisite(s): One 200 level course, or instructor consent. (Offered Fall 2017)

### **SPANH365 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD**

*Ana López Sánchez*

Humanities (HU)

The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation. This course is conducted in Spanish. Crosslisted: Spanish, Linguistics. (Offered Spring 2018)

### **SPAN H385 POPULAR CULTURE, IDENTITY & THE ARTS IN LATIN AMERICA**

*Roberto Castillo Sandoval*

Humanities (HU)

This course examines the interaction among mass, elite, traditional, and indigenous art forms and their relationship with the dynamics of national/ cultural identity and politics in Latin America in the 19th, 20th, and early 21st centuries. Among the forms of expression to be studied are oral poetry and narrative, musical and political movements such as “neo-folklore,” “New Song,” “Nueva Trova,” “Rock Nacional” and 21st-century derivations, popular dance, and the cinema. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): One 200-level course in Spanish or instructor consent. (Typically offered every other year)

### **SPAN H399 ROBERTO BOLAÑO'S FICTION AND THE RENEWAL OF LATIN AMERICAN LITERATURE.**

*Roberto Castillo Sandoval*

Humanities (HU)

Through a rigorous reading of key works by Roberto Bolaño (1953-2003), this course traces recent developments and trends in Latin American literature. Bolaño's writings, which were recognized as profoundly innovating and influential even before the author's death, have become a fundamental point of inflection in Spanish-language literature. The course's objective is to achieve a panoramic understanding of Bolaño's texts and to locate them within the various literary traditions they interpolate. This course is conducted in Spanish. Prerequisite(s): At least one 300-level course in Spanish or instructor consent. (Typically offered every other year)

### **SPAN H490 SENIOR DEPARTMENTAL STUDIES**

*Roberto Castillo Sandoval*

Humanities (HU)

The course will consist of two one-semester parts. The first, taken in the fall semester, will have the format of a seminar under the supervision of one Spanish department faculty member. The purpose of this seminar is to prepare students for the research and writing their senior theses by 1) enhancing and refining the reading tools and critical approaches to texts in Spanish acquired in previous courses; 2) elucidating and contextualizing relevant aspects of literary history, theory, and culture 3) determining the thesis topic, key secondary sources and approach to be deployed in writing the thesis, and 4) polishing the skills and methods for successful research and proper use of available resources. Problems in literary and cultural analysis-selected with a view to their pertinence in relation to the group's interests-will be presented through close readings of works from various periods and genres and through selected works of criticism or theory. The second semester will involve the process of writing the thesis. Seminar meetings will continue-albeit in a more sporadic schedule-for progress reports while students work under the supervision of individual professors. (Offered Fall 2017)

# VISUAL STUDIES

[haverford.edu/visual-studies-minor](http://haverford.edu/visual-studies-minor)

The Interdisciplinary Visual Studies Minor invites students both to investigate their place in a global system of images and *make* images, objects, and digital artifacts with critical awareness.

Additionally, the program trains students in interdisciplinary rigor and encourages them to examine the relationship between the visual and various structures of power.

Located in the new Visual Culture, Arts and Media facility (VCAM), Visual Studies links elements of the curriculum, campus, and broader community, highlighting the intersections between courses, faculty, students, departments, and Centers engaging the visual.

## LEARNING GOALS

- *To teach students visual literacy*  
Students of Visual Studies will investigate their place in the global system of images. Through a Visual Studies framework students have the ability to describe, analyze, and negotiate an increasingly complex world of information technologies; the impact of these technologies on art, culture, science, commerce, policy, society, and the environment; and the interrelationship of these technologies with historical and material forms.
- *To engage students in critical making*  
Visual Studies creates curricular opportunities for students to *make* images, objects, and digital artifacts with critical awareness of their powers and limitations. Critical making, or thinking with process, encourages students to develop production skills which, when coupled with theoretical training and analytical rigor, will broaden their ability to improvise and problem-solve in a variety of disciplinary contexts.
- *To train students in interdisciplinary rigor*  
Visual Studies encourages conversation between scholars working on the relationship between text and the visual, the nature of perception, cognition and attention, and the historic construction of looking. Visual Studies can help students perceive when disciplines are essential to understanding a

subject, and when they can be combined for a more expansive or more precise critical engagement.

- *To guide students in an “ethics of the visual”*  
Visual Studies invites a return to the liberal arts as a process of creativity, critique, and reflection. It links creative expression to cultural analysis and social engagement, training a generation of theoretically informed makers, artists, innovators, teachers, and civic leaders. We invite students to examine the relationship between the visual and structures of power, to analyze the role of images in making consumers and to attend to the role that images play in constructing “others” through race, gender, or disability.

## CURRICULUM

The Visual Studies curriculum is organized to help students develop critical and creative engagement with visual experience across media, time, and cultures.

All students are required to take an introductory gateway course and a senior-level capstone course. The introductory course will cover a variety of disciplinary approaches to the field of Visual Studies, and will include guest lectures, field trips for hands-on learning, and an introduction to some form of making. The capstone course will consolidate a student experience of the interdisciplinary minor that integrates visual scholarship, making, and public engagement. Students will select their four elective courses from three categories: Visual Literacy, Labs/Studio Courses and The Ethics of the Visual.

Students interested in the Interdisciplinary Visual Studies Minor should plan their course schedule in consultation with the Director of Visual Studies and with their major advisor. Please note: currently no more than one of the six minor credits may count towards the student’s major.

## MINOR REQUIREMENTS

The minor will include six courses:

## VISUAL STUDIES

- The Introduction to Visual Studies gateway course, offered each fall
- Four elective courses selected from three categories (please find a current list of approved courses on the Visual Studies website):
  - *Visual Literacy*  
Courses that encourage students to describe, analyze, and negotiate the visual and the impact of digital and/or material technologies on art, culture, science, commerce, policy, society, and the environment
  - *Labs/Studio Courses*  
Courses that create curricular opportunities for students to make images, objects, films and digital artifacts and develop a critical awareness of the relationship between process, product, and reception
  - *The Ethics of the Visual*  
Courses that invite students to examine the relationship between the visual and social structures of power, analyzing the role of images in making consumers and attending to the role that images play in constructing “others” through such categories as race, gender, or disability
- A Capstone Seminar where students will work in small groups to research and propose a project that engages the larger campus community.

## CORE FACULTY

### **Imke Brust**

Assistant Professor, VCAM Faculty Fellow (2018-2019)

### **Victoria Funari**

Hurford Center for the Arts and Humanities (HCAH) Visual Media Scholar

### **Christina Knight**

Assistant Professor, Director of Visual Studies

### **John Muse**

Hurford Center for the Arts and Humanities (HCAH) Visual Media Scholar

### **Lindsay Reckson**

Assistant Professor, VCAM Faculty Fellow (2017-2019)

### **Erin Schoneveld**

Assistant Professor, VCAM Faculty Fellow (2017-2018)

## COURSES

*NB: In addition to the following list, all courses in cognate departments (Fine Arts at Haverford, History of Art, Museum Studies and Film Studies at Bryn Mawr) will count as electives in the Visual Studies Minor.*

### **VIST H142 INTRODUCTION TO VISUAL STUDIES**

*Christina Knight*

Humanities (HU)

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature (Offered Fall 2017)

### **VIST H203 UKIYO-E: THE ART OF JAPANESE PRINTS**

*Erin Schoneveld*

Humanities (HU)

This course will explore the evolution of Japanese woodblock prints, artists, collectors, and exhibition practices from the 17th century through the present day. Crosslisted: Visual Studies, East Asian Languages & Cultures (Offered Spring 2018)

### **VIST H215 REALISM, RACE, AND PHOTOGRAPHY**

*Lindsay Reckson*

Humanities (HU)

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. Crosslisted: English, Visual Studies; Prerequisite(s): First-Year Writing, or instructor consent. (Offered Fall 2017)

### **VIST H229 TOPICS IN VISUAL STUDIES: ROLAND BARTHES AND THE IMAGE**

*John Muse*

Humanities (HU)

## VISUAL STUDIES

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Visual Studies, Fine Arts, Comparative Literature (Offered Fall 2017)

### **VIST H230 POSTWAR JAPANESE CINEMA**

*Erin Schoneveld*

Humanities (HU)

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies (Offered Spring 2018)

### **VIST H243 INTRODUCTION TO DOCUMENTARY VIDEO PRODUCTION**

*Victoria Funari*

Humanities (HU)

The craft and theory of documentary video production. The basics, including use of HD digital cameras, lighting and sound techniques, and nonlinear video editing, culminating in the completion of short documentaries during the semester. Attendance at weekly documentary screenings is required, Thurs 7:00-9:30pm. (Offered Fall 2017)

### **VIST H258 AMERICAN QUEEN: DRAG IN CONTEMPORARY ART AND PERFORMANCE**

*Christina Knight*

Humanities (HU)

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Crosslisted: Visual Studies, Independent College Programs; Prerequisite(s): An intro

course in Gen/Sex or instructor consent. (Offered Fall 2017)

### **VIST H305 ART AND THE ENVIRONMENT IN EAST ASIA**

*Erin Schoneveld*

Humanities (HU)

This course examines the relationship between environment and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies (Offered Fall 2017)

### **VIST H346 TOPICS IN 18TH-CENTURY LITERATURE: NEW(S) MEDIA AND PRINT CULTURE**

*Laura McGrane*

Humanities (HU)

This course explores a century of polemic and performance in relation to more recent political, formal and legal debates about digital technologies. In particular we will focus on modernity's shifting visual representations of materiality and circulation; ownership, authority and license; citation, plagiarism and piracy. What structures control systems of knowledge production and dissemination in the eighteenth century and today? Our most ambitious text will be Laurence Sterne's strange novel *Tristram Shandy*—a brilliant meditation on experimental fiction, mortality, history, and digression for eighteenth-century and contemporary readers. Interdisciplinary students welcome. Crosslisted: English, Visual Studies Prerequisite(s): One 200-level English course or instructor consent. (Offered Fall 2017)

### **VIST H353 THE DOCUMENTARY BODY: ADVANCED MEDIA PRODUCTION**

*Victoria Funari*

Humanities (HU)

The theory and craft of documentary film through an exploration of representations of the body. Students produce short documentaries, hone camera and editing skills, and learn basic producing skills. Students may also explore new media forms. Required weekly screenings, Thurs 7:00-9:30pm. Prerequisite(s): One introductory video production class or equivalent experience or instructor consent. (Offered Spring 2018)

### **ANTH H112 THE ANTHROPOLOGY OF ARCHITECTURE**

## VISUAL STUDIES

*Jacob Culbertson*  
Social Science (SO)

A survey of anthropological approaches to architecture, with a particular interest in how architecture expresses senses of place. Readings will cover indigenous and vernacular architecture, the modernist movement, ecological design, and forms of housing. (Offered Fall 2017)

### **COMLH268 ARTISTS UNDER THE POLICING GAZE OF THE STATE: POLITICS, HISTORY, AND PERFORMANCE**

*Aniko Szucs*

Humanities (HU)

An investigation of what permanent surveillance meant and means today for society at large and for individual artists living under its pressure, through interdisciplinary texts on the theory and history of surveillance and artworks in multiple genres and media. Crosslisted: Comparative Literature, Independent College Programs, PJHR (Offered Fall 2017)

### **EALC H370 ADVANCED TOPICS IN BUDDHIST STUDIES: THE VISUAL CULTURE OF PURE LAND BUDDHISM**

*Hank Glassman*

Humanities (HU)

Advanced course on a topic chosen annually by instructor. The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history of Buddhism. The 2017-2018 iteration will focus on Pure Land Buddhism, and especially on visual culture and iconology. Prerequisite(s): EALC 201 or instructor consent. (Offered Fall 2017)

### **FREN H212 GRAMMAIRE AVANCÉE: COMPOSITION ET CONVERSATION**

*Kathryne Corbin*

Humanities (HU)

The principal objective of this course is to allow its participants to master the techniques of composition and to write with a growing ease in order to express themselves with pertinent and original ideas. Students will contribute to the creation of an online news blog and will experiment with writing different genres of journalism, as well as editing a televised news segment. Assigned readings on current news and films will be the subject of discussion. The course will allow students to improve their written and

oral French, to revise certain important aspects of French grammar, to develop their analytical and critical senses, and to develop their knowledge of French and francophone culture. Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105. (Offered Fall 2017)

### **HIST H264 MATERIALITY AND SPECTACLE IN NINETEENTH CENTURY UNITED STATES**

*Terry Snyder*

Social Science (SO)

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.

Crosslisted: Anthropology, History (Offered Fall 2017)

### **MUSCH254 TONES, WORDS, AND IMAGES**

*Curtis Cacioppo*

Humanities (HU)

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction—and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. (Offered Fall 2017)

### **RELG H303 RELIGION, LITERATURE AND REPRESENTATION: IMAGES OF KRISHNA**

*Pika Ghosh*

Humanities (HU)

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work

## VISUAL STUDIES

will include field trips to local temples and museums. (Offered Fall 2017)

### **SPAN H210 SPANISH AND SPANISH AMERICAN FILM STUDIES**

*Graciela Michelotti*

Humanities (HU)

Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature; Prerequisite(s): SPAN 102, or placement, or instructor consent. (Offered Fall 2017)

### **WRPR H118 PORTRAITS OF DISABILITY AND DIFFERENCE**

*Kristin Anne Lindgren*

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 and aesthetic views of embodiment, disability, and difference? Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

# WRITING PROGRAM

[haverford.edu/writing-program](http://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.

## LEARNING GOALS

Students will:

- become rigorous thinkers and writers who can construct arguments that matter, craft prose that resonates with their intended audience, and understand writing to describe and define both learning and knowledge.
- explore a particular theme or field of study while emphasizing writing as a means of inquiry, analysis, and persuasion.
- analyze readings, engage in discussion, and work on all aspects of academic writing, from constructing thoughtful arguments to crafting an effective prose style.
- advance critical reading and analytical writing skills, and 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.
- develop the vocabulary, skills, and knowledge necessary to understand not only how to decide what texts mean, but how texts generate and contemplate meaning.
- engage with different exercises in speaking with the understanding that this is a rhetoric commensurate with writing in demonstrating sustained critical inquiry.

## CURRICULUM

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 and aural cultures.
- 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.

A list of seminars for each incoming class is posted on the Writing Programs website each June, along with information about how incoming students are to register for them.

Creative writing courses are listed under the English Department.

## FACULTY

### Eli Anders

Visiting Assistant Professor of Writing; Writing Fellow

### Natasha Bissonauth

Visiting Assistant Professor of Writing; Writing Fellow

### Elizabeth Blake

Visiting Assistant Professor of Writing; Writing Fellow

### C. Stephen Finley

Professor of English

### Myron Gray

Visiting Assistant Professor of Music

### Barbara Hall

Specialist in Multilingual and Developing Writers and Speakers; Lecturer in Writing; Faculty Tutor

## WRITING PROGRAM

in the Writing Center

### **Andrew Janco**

Digital Scholarship Librarian, Visiting Assistant Professor of Writing

### **Nimisha Ladva**

Visiting Assistant Professor of Writing

### **Emma Lapsansky**

Emeritus Professor of History and Emeritus Curator of the Quaker Collection

### **Kristin Lindgren**

Director of the Writing Center; Visiting Assistant Professor of Writing

### **Rajeswari Mohan**

Associate Professor of English

### **Benjamin Parris**

Visiting Assistant Professor of English

### **Jaelyn Pryor**

Visiting Assistant Professor of English

### **Lindsay Reckson**

Assistant Professor of English

### **Debora Sherman**

Director of College Writing; Assistant Professor of English

### **Hannah Silverblank**

Visiting Assistant Professor of Classics

### **Theresa Tensuan**

Associate Dean of the College; Dean for Diversity, Access and Community Engagement; Director of the Office of Multicultural Affairs; Visiting Assistant Professor of English

### **Christina Zwarg**

Associate Professor of English

## COURSES

### **WRPR H101 FINDING A VOICE: IDENTITY, ENVIRONMENT, AND INTELLECTUAL INQUIRY**

*Nimisha Ladva*

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. The different positions that experts have taken serves as a model, finally, for students to enter another scholarly debate within an area of interest in a possible prospective major. Open only to members of the first-year class as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H118 PORTRAITS OF DISABILITY AND DIFFERENCE**

*Kristin Lindgren*

Rosemarie Garland-Thomson writes that “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 and aesthetic views of embodiment, disability, and difference? Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H128 READING SACRED TEXTS**

*Naomi Koltun-Fromm, Ken 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. Open only to first-year students as assigned by the Director of College Writing. (Not offered 2017-18)

### **WRPR H132 WRITING ABOUT BEETHOVEN**

*Richard Freedman*

Humanities (HU)

An exploration of Beethoven’s life and works, considered in the context of changing aesthetic and cultural values of the last two centuries. Students will listen to Beethoven’s music, study some of his letters and conversation books, and read some of the many responses his art has engendered. In their written responses to all of this material, students will think Beethoven’s music, his artistic personality, about the ideas and

## WRITING PROGRAM

assumptions that have guided the critical reception of art and life. They will learn to cultivate their skills as readers and listeners while improving their craft as writers. Open only to first-year students as assigned by the Director of College Writing. (Not offered 2017-18)

### **WRPR H133 THE AMERICAN WEST IN FACT AND FICTION**

*Emma Lapsansky*

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. Open only to first-year students as assigned by the Director of College Writing. (Offered occasionally)

### **WRPR H150 INTRODUCTION TO LITERARY ANALYSIS**

*C. Stephen Finley, Christina Zwarg, Rajiswari Mohan, Debora Sherman, Benjamin Parris, Lindsay Reckson*

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. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017 and Spring 2018)

### **WRPR H155 ORIGIN STORIES: INITIATIONS, IDENTITIES, AND INDIGENOUS IMAGINATIONS**

*Theresa Tensuan*

In this course we will read a range of origin stories—creation narratives, memoirs, alter/native accounts of settler colonialism, and trickster tales—that delineate constructions of identity and constitutions of community with a focus on the ways in which writers and artists represent ongoing “encounters” between indigenous and imperial cultures, examining inventive work that play with genres ranging from the lyric to the epic to speculative fiction as a means of offering new ways of understanding history and imagining the future. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR H156 GOOD GUYS & GALS? QUAKER IMAGERY IN FICTION**

*Emma Lapsansky*

What have been the literary uses of Quaker ideas and images in fiction? How have these changed over time? 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 naysayer, 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 other's writing, students will explore how commentators have interpreted the meaning of “Quakerness” in literature.” Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H162 IMMIGRATION AND REPRESENTATION**

*Nimisha Ladva*

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 U.S. 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. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

## WRITING PROGRAM

### **WRPR H167 GLOBALIZATION IN THE 21ST CENTURY**

*Barbara 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. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017 and Spring 2018)

### **WRPR H175 WOMEN'S WORK**

*Elizabeth Blake*

A literary history of women's work and women workers, investigating questions such as: Is femininity itself a form of labor? How can a demand for wages enable a political reorientation? And if work feels good, or happiness feels like work? Open only to first-year students as assigned by the Director of College Writing. (Typically offered every year)

### **WRPR H176 ARE YOU WHAT YOU EAT? EATING AND IDENTITY**

*Elizabeth Blake*

Investigates the complex relationship between food and identity; engages food practices that can unite families, consolidate ethnic identity, reinforce class boundaries, and express gender; asks whether food can assert contemporaneity or materialize nostalgia for an idealized agrarian past. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H178 BEASTS, HYBRIDS, AND GIANTS: CONFRONTING MONSTERS FROM THE PAST**

*Hannah Silverblank*

Figurations of the monster in different literary and artistic traditions, from Greek literature to Gothic fiction and horror cinema. Considers the status of the monster, sometimes a source of horror, of reverence, of disgust, of humor, and even of endearment. Open only first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H179 TIME AFTER TIME: QUEER PASTS, PRESENTS, AND FUTURES**

*Elizabeth Blake*

This course introduces students to the many ways queer lives and theories challenge normative conceptions of linear time. We will encounter queers feeling backward, growing sideways, and refusing normative futurity in a variety of literary, filmic, and theoretical texts. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR H180 HUMANITARIANISM IN THEORY AND PRACTICE**

*Andrew Janco*

In this course, we will study the ideas, practices, and politics of humanitarian action. We'll begin with the origins of humanitarian values in various religious and philosophical traditions: what is the value of human life? What is human dignity? We'll then turn to changing attitudes towards violence, torture and slavery in the 17th and 18th centuries. Why and how did these changes occur? We'll study key texts, figures and organizations, including the Red Cross and Médecins Sans Frontières as well the American Friends Service Committee and Near East Relief. In dialogue with these philosophical and historical experiences, we will study current humanitarian crises. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR H181 THE GENIUS OF MOZART**

*Myron Gray*

This course considers the historical evolution of the concept of artistic genius in connection with Wolfgang Amadeus Mozart's life, works, and representation in literature and film. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR H182 THE AMERICAN FAMILY IN HISTORICAL PERSPECTIVE**

*Emma Lapsansky*

Explores values, and stresses, as interfaced with realities of "family, e.g., Native American, Hispanic, African American; Protestant, Jewish, Mormon and Catholic, North, South and West, over time; rituals of birth, marriage, illness, disability; expectations of family "loyalty." Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

## WRITING PROGRAM

### **WRPR 184 QUEER CONTEMPORARY ART**

*Natalie Bissonauth*

This course examines a global range of contemporary artists who resist dominant modes of visual representation by investigating what it means to produce a queer aesthetic. How does a visual object enact queerness? How is this visual logic indebted to feminist, postcolonial, and critical race theories while also inflecting them anew? And what is the role of the image in inciting social change? This course explores, defines, and reassesses terms and various historical, political, and social developments around sexuality, gender, desire, HIV/AIDS, heteronormativity, homonormativity, and homonationalism, animating our visual literacy around what constitutes a queer gaze. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR 185 LANGUAGE, POWER AND JUSTICE**

*Barbara Hall*

This seminar explores a variety of controversies involving the use of the English language in social and cultural context. Across the course, we will emphasize the experiences and consequences of linguistic diversity for variously positioned speakers and writers. Our inquiry will engage the following questions while surely provoking new ones. How is language related to power? How does language use express or indicate a speaker's identity? What kinds of language are stigmatized and what kinds are deemed "correct" or socially powerful, and why? In what ways is language inherently political – i.e. embedded within and constituent of unequal power relations – and how might we choose to navigate the implications of our language use? How might language be a tool for inclusion or empowerment for marginalized communities, or a tool for seeking social justice? Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR 186 REINVENTING QUAKERISM: RUFUS JONES, HENRY CADBURY AND THE RISE OF QUAKER LIBERALISM**

*David Watt*

Quakerism isn't stable. It varies from generation to generation. The form of Quakerism that is mostly closely associated with Haverford College today is, for example, quite distinct from the sort of Quakerism that was connected to the college in 1970s. That variety of Quakerism was, in turn,

quite distinct from the one that was connected to Haverford a century earlier. Students in the course will examine some of the changes that Quakerism underwent between the 1870s and the 1970s by examining the writings of two Haverfordians: Rufus Jones (1863-1948) and Henry Cadbury (1883-1974). Both men tried to reconcile Quaker traditions with modern life and thought, but they reached markedly different conclusions about what Quakerism had been in the past and about what it should be in the future. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR 187 SEEING THROUGH DIASPORA**

*Natalie Bissonauth*

This course treats migration as a political condition and considers the role of the visual in enacting and translating such realities to a larger audience. Students will assess theories of diaspora and transnationalism alongside experiences of human mobility (such as immigration but also indenture, dispossession, exilehood, and trafficking) to examine how the formal elements of artworks from the 20<sup>th</sup> and 21<sup>st</sup> centuries narrate and reshape these positionalities anew. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)

### **WRPR H188 EPIDEMICS AND SOCIETY**

*Eli Anders*

An examination of the ways epidemics are shaped by society, culture, and popular representation, using historical sources to explore the politics of disease narratives and how class, race, and identity influence responses to epidemics. Open only to first-year students as assigned by the Director of College Writing. (Offered Fall 2017)

### **WRPR H189 HEALTH AND THE CITY**

*Eli Anders*

An examination of cities as sites of public health concern and intervention in modern history. European and American historical sources will illuminate how health concerns have shaped the meanings, experiences, and responses to disparate urban spaces and populations. Open only to first-year students as assigned by the Director of College Writing. (Offered Spring 2018)



# ACADEMIC CENTERS



# ACADEMIC CENTERS

Haverford's Libraries and three Academic Centers—the Koshland Integrated Natural Sciences Center (KINSC), the John B. Hurford '60 Center for Arts and Humanities (HCAH), and the Center for Peace and Global Citizenship (CPGC)—are an integral part of the intellectual community for students and faculty at Haverford College. The Libraries are a multi-modal learning hub for access and engagement with traditional and digital scholarship, and they are a fundamental locus for faculty and student research. The Centers instantiate the many ways in which the academic disciplines interconnect, and they formalize elements of cross-disciplinary engagement, a hallmark of the College's liberal arts curriculum. Together, the Academic Centers and Libraries forge connections throughout the curriculum, creating interdisciplinary and multidisciplinary research and pedagogical learning opportunities.

## **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 Center 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 achieves this mission by supporting student and faculty scholarship connected to key global issues of the day. Through its various programs and funds, the Center serves as a bridge between theory taught in the classroom and practical experience both on and off campus. Its strategic goal is to assist members of the Haverford community develop their skills as effective agents of social change.

For more information on the CPGC and its programs, visit [haverford.edu/CPGC](http://haverford.edu/CPGC).

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

The John B. Hurford '60 Center for the Arts and Humanities (HCAH) supports the intellectual and

artistic ambitions of faculty, students and staff. Housed in the VCAM (Visual Culture, Arts, and Media) facility, the Center fosters collaboration, experimentation, and critical thought through seminars, symposia, research and curricular support, working and reading groups, arts and performance residencies, exhibitions and visual culture programming. Our initiatives reach beyond the local and familiar to connect with diverse communities of writers, artists, scholars, and performers, and with thinkers and activists of all kinds.

The HCAH has a deep commitment to the arts and coordinates the Tuttle Creative Programs, the Cantor Fitzgerald Gallery, and the Campus Exhibitions Program. Through vigorous inquiry and innovative artistic practice, the Hurford Center works across the campus to cultivate interdisciplinary connections between humanistic endeavors and ethical currents in the wider public.

For more information on the HCAH and its programs, visit [haverford.edu/HCAH](http://haverford.edu/HCAH).

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

The Marian E. Koshland Integrated Natural Sciences Center (KINSC) catalyzes and facilitates programs that maintain Haverford's position at the leading edge of academic excellence in the sciences. To this end, 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.

The KINSC is unique among Haverford's three academic centers in that it is both a building and a program. The 185,000 square-foot building is the epicenter of natural science research at Haverford. It was constructed to facilitate sharing of instruments, methodology, and expertise across disciplines and to contribute to a climate of cooperative problem solving and investigation.

The KINSC comprises the departments of Astronomy, Biology, Chemistry, Physics, Psychology, Mathematics and Statistics, and Computer Science. To supplement the efforts of

## ACADEMIC CENTERS

the departments, the KINSC supports interdisciplinary dialogue and collaborations. In addition to directly funding students and faculty, the KINSC supports academic activities initiated with outside grants and individual faculty awards.

The programming and funding functions of the KINSC support the faculty and students of these departments as well as others within the college who wish to pursue research in the sciences. The KINSC funds individual research projects and also sponsors symposia, curricular initiatives, courses, and scholarly projects that go beyond the bounds of a single discipline and involve students and faculty from multiple departments.

For more information on the KINSC and its programs, visit [haverford.edu/KINSC](http://haverford.edu/KINSC).

## LIBRARIES

The Haverford College Libraries provide resources and services that support the teaching, learning, and research needs of the Haverford community. Through instruction sessions and individual consultations, librarians introduce

students to resources, research strategies, evaluative skills, close critical readings of texts, and the iterative process of research. Librarians work with students at all stages of their projects, from first-year seminar assignments to senior theses, helping students refine their topics and questions, locate and obtain relevant materials, and analyze and use those material effectively and ethically. Further, the Libraries are home to a robust Digital Scholarship program, an Exhibitions program featuring student-curated shows, an Internship and Fellowship program, and several different Lecture series that engage the campus and wider communities on a variety of questions and topics.

The Libraries consist of Magill Library, Quaker & Special Collections, Union Music Library, White Science Library, and the Astronomy Library. In addition, as part of the Tri-College Libraries system, Haverford students have access to collections at Bryn Mawr and Swarthmore Colleges.

For more information on the Libraries and their programs, visit [library.haverford.edu](http://library.haverford.edu).