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# Haverford College Academic Calendar 2013–2014

## Semester I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>First year and transfer students arrive</td>
</tr>
<tr>
<td>Sep 1/2</td>
<td>Returning students arrive</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Labor Day – Classes not in session</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Classes begin at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Sep 6</td>
<td>Last day to uncover P/F - CR/NO CR from previous semester</td>
</tr>
<tr>
<td>Sep 11</td>
<td>Final academic verification at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Sep 11</td>
<td>Last day to register - Class of 2017</td>
</tr>
<tr>
<td>Sep 20</td>
<td>Last day to request Pass/Fail. First Quarter courses only</td>
</tr>
<tr>
<td>Sep 20</td>
<td>Last day to drop a credit at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Fall break begins at 4:00 p.m.</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Classes resume at 8:30 a.m.</td>
</tr>
<tr>
<td>Oct 25</td>
<td>End of ½ semester courses</td>
</tr>
<tr>
<td>Oct 25/27</td>
<td>Family Weekend and Homecoming</td>
</tr>
<tr>
<td>Oct/Nov 28</td>
<td>Faculty reports of concern to CSSP due</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Academic flexibility proposals due</td>
</tr>
<tr>
<td>Nov 14/15</td>
<td>Registration for spring semester</td>
</tr>
<tr>
<td>Nov 15</td>
<td>Last day to request Pass/Fail. Second Quarter courses only</td>
</tr>
<tr>
<td>Nov 27</td>
<td>Thanksgiving break begins at 4:00 p.m.</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Classes resume at 8:30 a.m.</td>
</tr>
<tr>
<td>Dec 13</td>
<td>Classes end at Haverford. Optional Reading Day</td>
</tr>
<tr>
<td>Dec 13</td>
<td>All papers (except those in lieu of exams) due</td>
</tr>
<tr>
<td>Dec 14/15</td>
<td>Reading Period</td>
</tr>
<tr>
<td>Dec 16/20</td>
<td>Final Examinations for all students through Friday at 12:00 Noon</td>
</tr>
<tr>
<td>Dec 20</td>
<td>Semester I ends at 12:00 Noon</td>
</tr>
<tr>
<td>Jan 6</td>
<td>Final grades due in Registrar’s Office by 12:00 noon</td>
</tr>
</tbody>
</table>

## Semester II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>Classes begin at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Last day to uncover P/F - CR/NO CR from previous semester</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Final academic verification at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Last day to request Pass/Fail. First Quarter courses only</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Last day to drop a credit at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Last day to request Pass/Fail. Second Quarter courses only</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Spring break begins at 4:00 p.m.</td>
</tr>
<tr>
<td>Mar 17</td>
<td>Classes resume at 8:30 a.m.</td>
</tr>
<tr>
<td>Mar 17/21</td>
<td>Faculty reports of concern to CSSP due</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Academic flexibility proposals due</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Last day to request Pass/Fail. Second Quarter courses only</td>
</tr>
<tr>
<td>Apr 17/18</td>
<td>Returning students’ Financial Aid Applications due</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Sophomore Major Work Plans due in Registrar’s Office</td>
</tr>
<tr>
<td>May 2</td>
<td>Classes end at Haverford and Bryn Mawr</td>
</tr>
<tr>
<td>May 2</td>
<td>All papers (except those in lieu of exams) and lab notebooks due</td>
</tr>
<tr>
<td>May 3-6</td>
<td>Reading Period - self-scheduled exams may be taken Mon/Tues only</td>
</tr>
<tr>
<td>May 5-7</td>
<td>Senior Comprehensive Examinations</td>
</tr>
<tr>
<td>May 7/10</td>
<td>Final Examinations for Seniors through Saturday at 5:00 p.m.</td>
</tr>
<tr>
<td>May 12</td>
<td>Senior Grades due in the Registrar’s Office by 5:00 p.m.</td>
</tr>
<tr>
<td>May 7/16</td>
<td>Final Examinations for Underclassmen through Friday at Noon</td>
</tr>
<tr>
<td>May 16</td>
<td>Semester II ends at Noon</td>
</tr>
<tr>
<td>May 17</td>
<td>Commencement at Bryn Mawr College</td>
</tr>
<tr>
<td>May 18</td>
<td>Commencement at Haverford College - 10:00 a.m.</td>
</tr>
<tr>
<td>May 23</td>
<td>Final grades due in the Registrar’s Office by 12:00 Noon</td>
</tr>
<tr>
<td>May/Jan 30</td>
<td>Alumni Weekend</td>
</tr>
</tbody>
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STATEMENT OF PURPOSE

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

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

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

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

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

HISTORY

Haverford College was founded in 1833 as Haverford School by a group of New York and Philadelphia Quakers. It is the oldest institution of higher education with Quaker origins in North America. Initially the school was more of an academy than a college and provided a “guarded education [as well as] an enlarged and liberal system of instruction.” A seven-member faculty educated 21 Quaker boys in Greek, Latin, natural and moral philosophy, mathematics, English literature and scripture in that first year.

The School became a College in 1856, with the right to grant degrees. By the turn of the 20th century under the leadership of such presidents as Thomas Chase and Isaac Sharpless, the College had become a nationally-known institution, competing for students and faculty with leading institutions in the nation.

Haverford’s evolution as a college encompassed both a wider-ranging academic program and a diverse scholarly community. Today, with over 100 faculty members and a coeducational student body, Haverford has an average enrollment of 1,200 students representing varied ethnic and religious backgrounds and a wide geographic area. It offers a rigorous liberal arts curriculum ranging from the sciences to the arts offering 31 departmental majors.

For most of its first 150 years of existence, Haverford was a men’s undergraduate college (there were exceptions, most notably the Relief and Reconstruction program in the years during and immediately after World War II that attracted a large number of women who were awarded master’s degrees). Haverford began admitting women as first-year undergraduate students in 1980 and has been greatly strengthened by cooperation with Bryn Mawr College, which was also founded by Friends. This relationship continues to enrich the academic, cultural and extracurricular offerings of both institutions even now that Haverford is fully coeducational with women comprising over half of the student body.

The natural beauty of Haverford’s 200-acre campus is one of its most cherished assets. The grounds were originally landscaped by an English gardener. In planning new construction on campus, great care is taken to preserve the natural surroundings.

The varied architectural styles of the 100 buildings which have been built since the College’s founding reflect the tastes of their times and provide a special charm to the campus. Contact between students and faculty is aided by the fact that virtually all students and many faculty members live on or very near the campus.
CAMPUS RESOURCES

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

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

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

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

Magill Library, a popular space at the heart of the campus, houses the majority of the collections for the social sciences and humanities, while branch libraries in the Koshland Integrated Natural Science Center, the Observatory and Union Building serve the needs of students and faculty in the sciences, astronomy and music respectively. The Libraries are also home to the Quaker and Special Collections, an internationally significant repository for both printed and manuscript material about the Society of Friends. Special Collections also include important manuscript and rare book, and photograph collections.

Access to all collections is available through Tripod, the integrated library system shared with Bryn Mawr and Swarthmore Colleges. This on-line tool provides members of the tri-college community with access to a combined collection of 2.6 million volumes, including a wide variety of books, journals, photographs, manuscripts, music scores, and audio-visual resources. The system (available at http://tripod.haverford.edu/) also includes access to thousands of full-text electronic books and journals, and it permits users to request items from the other consortium libraries. Regular delivery of circulating materials makes Tripod resources from Swarthmore or Bryn Mawr libraries available to the Haverford community within 24 hours. Our inter-library loan program provides access to research material beyond the tri-college collections.

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

SCIENCE FACILITIES
The Departments of Astronomy, Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology are housed in the state-of-the-art Marian E. Koshland Integrated Natural Sciences Center (KINSC). The KINSC is also home to interdisciplinary Areas of Concentration in Biochemistry and Biophysics and Neural and Behavioral Sciences. These departments and programs are served by a common computational suite; a modern and spacious science library with on-line access to the collections of Haverford, Bryn Mawr, and Swarthmore; a 120-seat auditorium; additional smaller modern classrooms; and numerous informal interaction spaces. Increased opportunities for learning and collaboration at the interfaces between science disciplines are a special feature of the facility.

The Biology Department is housed in Sharpless Hall and East Wing of the KINSC. The Department includes three new and recently renovated teaching laboratories, nine fully equipped faculty research laboratories, a media preparation facility, tissue culture rooms, instrument rooms, dark rooms, constant temperature rooms, and a microscopy suite. The Department has the equipment to support a sophisticated cell and molecular biology curriculum and the research programs of the faculty including: -70 degree freezers, liquid nitrogen storage, incubators and shakers for microbial and tissue culture work, multiple digital imaging systems, ultracentrifuges for preparative and analytical uses, refrigerated centrifuges, spectroscopic tools such as UV-vis spectrophotometers and a circular dichroism spectropolarimeter, two BD Biosciences fluorescence activated cell sorters (a FACSCalibur and a FACSArray), JEOL transmission and scanning electron microscopes, a Nikon confocal microscope, stereo and fluorescence microscopes, FPLC and HPLC instruments, ELISA readers, and multiple PCR machines including an RT-PCR instrument.

Facilities in the Chemistry Department, located in the East Wing of the KINSC, enable students to use modern and state-of-the-art research grade instrumentation at all levels of study. There are four
laboratories for course work, three instrument rooms, specialized equipment rooms, and a walk-in cold room. Eight additional laboratories provide space in which students conduct research jointly with the faculty. There is a laser laboratory equipped with nitrogen-dye, neodymium-YAG, Argon ion, and diode lasers and detection systems for time-resolved fluorescence and Raman spectroscopic studies. Computational facilities include Windows and UNIX-based workstations which allow students to explore molecular structure and properties using Gaussian, GAMESS and Insight/Discover computational packages. Major equipment items available for use by students in structured courses and in research tutorial work include a Bruker Avance 200 MHz Nuclear Magnetic Resonance spectrometer, an Agilent 500 MHz Nuclear Magnetic Resonance spectrometer with an X-band probe, an Agilent 1100 SL Liquid Chromatograph/Mass spectrometer, a Perkin Elmer Clarus-500 Gas Chromatograph/Mass Spectrometer, a Shimadzu 2014 Gas Chromatograph with a flame ionization detector, a Nicolet Magna 550 and two Perkin-Elmer Spectrum 1000 Fourier transform infrared spectrometers, a Bruker Vertex 70 FT-IR with photovoltaic MCT detector and temperature dependent sample capability, a Nicolet 6700 FT-IR, equipped with a NXR FT-Raman Module and optional Pike Technologies MIRAcle attenuated total reflectance accessory, a Hitachi F-7000 Fluorescence Spectrophotometer, an Agilent Model 8453 UV/VIS Spectrophotometer, a Jasco V-570 UV-Vis spectrophotometer, a Perkin Elmer Lambda 2 UV-Vis spectrophotometer, and a Shimadzu 160U UV-visible spectrophotometer, a Hi-Tech SF51 and an Olis RSM stopped flow spectrometers, an MBraun Unilab glove box, a Perkin-Elmer 341 polarimeter, a Princeton Applied Research 273 electrochemical potentiostat, Advanced Measurement Systems Voltammetry System, three Rälin high-performance liquid chromatographs equipped with a Dynamax Model UV-1 detector (two systems) or a Dynamax Model-UV-DII detector (one system), and one Hewlett-Packard HPLC with a DAD detector, a GE ÄKTApurifier FPLC system with a Frac-920 fraction collector, a Bio-Rad BioLogic Workstation, two VirTis benchtop lyophilizers, a GBC-Diffract MMA powder X-ray diffractometer, a Buck Scientific Accustar 211 Atomic Absorption Spectrophotometer, an Applied Biosystems 433A Peptide Synthesizer, equipped with a Perkin Elmer Series 200 UV/Vis detector, a Rainin P53 automated peptide synthesizer, and a ProteinSolutions DynaPro dynamic light scattering instrument, a CEM Microwave Accelerated Reaction System, Biotage Initiator+ microwave synthesizer, a TA Instruments TGA Q-500 Thermogravimetric Analyzer, a TA Instruments low volume nano-Isothermal Titration Calorimeter, an Agilent GC/MS System, a Fischer Isotemp Freezer, and a Fischer Muffle Furnace. In addition to these items, more standard laboratory equipment such as colorimeters, Büchi Rotavapor instruments with Thermo Neslab RTE 740 circulation baths, vacuum lines, Carbolite PF30 ovens and various convection and vacuum ovens, Carbolite CWF 100 box furnaces, pH meters, Mettler-Toledo and Sartorius micro, analytical and regular balances, gas generators, and high-precision electrical and optical equipment are available and used in instrumental work.

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

The Computer Science Department maintains two laboratories. The Computer Science Teaching Lab (KINSC H110) is the primary workspace for students completing course assignments. Computer Science classes are held in this lab, as well as lectures from visiting researchers. There are ten Linux workstations, plus a Linux lab server. The instructor can make presentations using the lab server or a laptop in conjunction with an AV system. Students in the Teaching Lab can access their work on the local CS server or on the campus storage server. Secure remote access is available via standard Internet tools (e.g., ssh, sftp, scp, cvs). A laser printer is available in this room for student use.

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

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

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

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

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

The department also has twelve lab rooms for research involving students, in four areas of research. The laboratory for nano- and molecular electronics houses two atomic force microscopes, two high-resolution optical microscopes, photoelectronic characterization equipment (including Ar ion and HeCd lasers), a UV-vis spectrometer, and an ultrahigh vacuum chamber. The biophysics laboratory includes a Langmuir trough for fabricating synthetic ion channel biomembranes and a video fluorescence microscopy system for studies of model membrane systems. The nonlinear dynamics and fluids laboratory includes state-of-the-art systems for digital image collection and instrumentation for remote measurement of fluid flow and particle velocities. Computational science is currently undergoing rapid growth in physics with the acquisition of a 24 processor high performance Linux cluster (Babbage) in physics, with potential to expand to 52 processors and the recent purchase of an additional ten research machines for a shared computational research room. Faculty from physics and astronomy, biology, chemistry, mathematics and computer science are working together to maximize the curricular benefits of these activities, including the enrichment of computational concentrations within existing departments, and opportunities for undergraduates to participate in computational research in all departments within the Koshland Integrated Science Center.

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

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

Facilities for the Astronomy Department include the William J. Strawbridge Observatory given in 1933 and built around an earlier structure. The observatory has its own library, classroom and workspace for departmental students. There is an astrophysics research lab in the KINSC that contains 4 workstations and an informal discussion space. Telescope resources include a computer-controlled 16-inch Schmidt-Cassegrain telescope with three CCD cameras; a Schmidt-Cassegrain telescope; a 12-inch Schmidt-Cassegrain telescope; three portable 8-inch telescopes with outside pier; a 4-inch solar telescope; and a 7-foot L-band (1.4 GHz) radio telescope. In addition to using these telescopes, students frequently travel to other observatories, including Kitt Peak National Observatory where Haverford has a share of a 0.9 m research class telescope. Workstations at Haverford are used to process data from the local CCD camera and radio
and optical data collected at other observatories. The astronomy library in Strawbridge contains 3,000 bound volumes; we have electronic subscriptions to all of the primary astronomy journals. All of these facilities are available for use by students. Haverford is part of an eight-college consortium which provides research assistantships for a summer students exchange program, grants for student travel to outside observatories, and a yearly symposium at which students present their research.

INSTRUCTIONAL AND INFORMATION TECHNOLOGY SERVICES (IITS)

Computers are an integral part of a Haverford education. Every member of the Haverford community has access to web-based email, collaboration tools and private network storage space, and much of our campus—including every dorm space—has wireless network access. Many courses mix online discussion groups, web resources and other electronic resources with traditional lectures, in-class discussions and printed materials for a full and varied learning environment.

The IITS ProDesk, located in Stokes Hall, provides computing support for the College community. There is no requirement for students to buy computing equipment, and yet nearly 99 percent of our students have their own computers.

Those who choose to use computing equipment in one of the College’s public labs have access to a generous array of computing resources available free of charge. Located in Roberts Hall, the Haverford College Apartments (HCA) and Magill Library, these public labs contain a mix of Macs and PCs configured with high-speed Internet access and supported software. A Multimedia Lab in Roberts Hall provides students with access to special equipment and help for creating and editing digitized images, sounds, and video.

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

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

An Ethernet network provides 10- or 100-megabit service directly to all offices, classrooms, public computing labs and dormitories. This provides students, faculty and staff with access to local network services, such as file servers, and Internet resources, such as the web and email. External access to the Internet is provided via a full duplex 100 Mbps link. Students living on-campus can access this high-speed network free of charge.

Faculty and students living off-campus can connect to our network from their homes and access the same networked resources using VPN over their broadband network.

IITS supports a standard suite of software for web browsing, word processing, web development and other needs. In addition, campus provided virus protection software is required for all users on our network. All supported software is available for use in the public labs and most of this software is free or site licensed by Haverford and may be used on computers connected to the campus network in offices and dormitories. Our website (http://iits.haverford.edu) lists these specific supported software packages. We also share the Blackboard and Moodle course management systems with Bryn Mawr and Swarthmore Colleges, allowing easy use of web-based materials in all Tri-College classes.

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

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

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

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

INSTRUCTIONAL TECHNOLOGY CENTER

The Instructional Technology Center (ITC) is located in Stokes 205, adjacent to the Instructional Technology and Training group office. The ITC has
Macintosh computers with both Mac OS and Windows OS; and it has various multimedia equipment such as video decks, scanners, headphones, and microphones. The ITC is open to all Haverford students, faculty, and staff. Faculty can reserve the ITC for classes, and Instructional Technology and Training staff can provide the necessary instructional technology support during the classes. Students can work on multimedia projects with the assistance of student and full-time staff. The ITC is monitored by the ITC student staff during ITC hours. If you have any questions about the ITC, please send a message to techlearn@haverford.edu.

FINE ARTS
The Bettye Bohanon Marshall Fine Arts Center opened in 1987 and contains studios for painting and drawing, photography darkrooms (for both black-and-white and color), storage areas, student exhibition space and faculty offices. Located adjacent to the new center is the Fine Arts Foundry, which is used for the sculpture program. The Fine Arts Foundry also contains a wood shop and studio space. In spring 2009, the printmaking studio was moved from Arnecliffe at Bryn Mawr College to the Locker Building (adjacent to Ryan Gym). Its facilities include digital, etching, lithography, silkscreen, relief and a darkroom process for all photographic plates.

The Cantor Fitzgerald Gallery, named for the Cantor Fitzgerald Company and dedicated in honor of Howard W. Lutnick '83, is located off the Atrium of the Whitehead Campus Center. It provides a simple yet elegant environment for historical and contemporary art exhibitions. The exhibition program serves both the College community and the Philadelphia area. Students are encouraged to participate in all aspects of the program, from installing works of art to writing essays for exhibition catalogs published by the gallery. Exhibited works come from the College’s collections and from loaned collections of individuals, galleries, and museums. In addition, each spring the gallery shows works by graduating Haverford and Bryn Mawr fine arts majors. The gallery is open throughout the academic year and is free to the public.

The College’s art collections, housed in Special Collections of Magill Library, are inventoried and available for study.

MUSIC
The Union Music Building houses classrooms, practice rooms, the music library and listening room, as well as the MacCrate Recital Hall for rehearsals and small concerts. The 12 practice rooms in Union Building and Roberts Hall house over 20 pianos. Large concerts take place in the Marshall Auditorium of Roberts Hall, which offers a Bösendorfer Imperial concert grand piano, a Schlicker two-manual Baroque style organ and a Shortridge-Jacquet two-manual harpsichord.

Additional music resources include a five-octave Zuckerman clavichord, CD-ROM instructional and research stations and an electronic music lab.

ATHLETIC FACILITIES
Outdoor facilities include: Walton Field / Johnson Track - a grass surface for soccer and track & field events with an eight-lane 400-meter all purpose track surface; Swan Field - a FieldTurf surface for competition and practice in field hockey, men’s lacrosse and women’s lacrosse and practice for men’s soccer, women’s soccer, baseball and softball; Class of 1888 Field - for soccer and lacrosse; Merion Fields - intramurals and off-season practices; Featherbed Fields - two practice venues for multiple athletic activities; Class of 1995 Field - softball; Cope Field - cricket; Kannerstein Field and Randall Diamond - baseball; Bramall and Marshall Courts - 12 all-weather tennis courts - six named for Norman Bramall and six for Bettye Marshall.

Douglas B. Gardner ’83 Integrated Athletic Center: a 100,000-square-foot gymnasium built to U.S. Green Building Council/Leadership in Energy and Environmental Design “Gold” certification. The GIAC contains the 1,200-seat Calvin Gooding ’84 Arena with three full wood-floor basketball courts converting to varsity basketball, volleyball, and badminton game courts; the Swan Multipurpose Room, primarily for acrobatics, dance, and martial arts; the Andy Kate fencing salle; five international squash courts; a conference room; the 7,200-square-foot Arn ’76 and Nancy Tellem Fitness Center; offices for all members of the athletic staff; a sports medicine suite; the Thomas Glasser ’82 Hall of Achievement which provides the opportunity to recognize major figures in Haverford’s storied athletic history; extensive locker rooms for athletic teams, the student body and college staff. The Safety and Security Department is also located in the GIAC.

Alumni Field House: donated by alumni and friends of the College in 1957, provides additional extensive facilities for athletics and recreation. Renovated in 1984 and 1997, the 58,000 square-foot facility was resurfaced in 2008 as a premier competition site to include four tennis courts and a 200-meter oval that comprise The Gary Lutnick Tennis & Track Center. The four-lane, 200-meter Haddleton Track includes several pits for jumping and pole vaulting, and is home for College and community meets. The Field House also contains two batting cages and a “playing field” for such sports as field hockey, lacrosse, soccer, baseball, softball and basketball.

RESIDENCE HALLS
Haverford offers a variety of housing options and styles. Barclay Hall, Gummere Hall, Leeds Hall, Lloyd Hall, and the North Dorms (Comfort, Jones and Lunt Halls) are traditional style residence halls with capacities ranging from 70 to 156 students. Most of the rooms are singles arranged in suites for...
two to six students. The new Tritton and Kim Halls, house 80 students each, in single rooms that open onto the hall. Haverford College Apartments (HCA) is a complex of two-story garden apartments with one and two bedrooms. First-year students are assigned housing in one of four residence halls: Barclay Hall, Gummere Hall, Tritton Hall, and in four designated first-year buildings at HCA. Upperclass students can live in any of the residence halls or apartments.

There are six houses, originally private dwellings, that now serve as housing for students. La Casa Hispanica houses students interested in the cultures and civilizations of the Spanish-speaking world. It contains a faculty apartment and housing for six students. Cadbury House houses students who want a substance-free and quiet environment. It contains a faculty apartment and has housing for 13 students. The Ira De A. Reid House, known also as the Black Cultural Center, houses six students interested in the cultures and politics of Africa and the African Diaspora who seek a culturally supportive environment. Yarnall House, the Henry S. Drinker House, and 710 College Avenue house 13, 18, and 11 students, respectively.
ACADEMIC CENTERS

Cross-curricular study is a cornerstone of the academic experience at Haverford and reflects our commitment to preparing students for lives of engagement as citizens and scholars. Indeed, in an increasingly complex and interconnected world, it makes imperative for students to conceptualize issues, problems, and solutions from many points of view.

Our three academic centers for interdisciplinary study provide a programming framework for study within and beyond the classroom and laboratory. As such, they are “centers” less in a physical sense and more in that they permeate the life of the mind and spirit wherever our students and faculty are called in the pursuit of knowledge.

THE JOHN B. HURFORD ’60 CENTER FOR THE ARTS AND HUMANITIES (HCAH)
The HCAH seeks to enhance the intellectual and cultural life at Haverford by fostering challenging exchange among faculty, students and diverse communities of writers, artists, performers, thinkers, activists and innovators. From its offices and seminar room in Stokes Hall, as well as its galleries across the campus, the Center sponsors programs that promote relationships between classic, humanistic study and contemporary intellectual, artistic and ethical currents in the wider public world. Among its ongoing initiatives are annual Faculty and Student Humanities Seminars, reading groups, artist residencies and other opportunities to enrich the humanities curriculum through innovative collaborations across departmental boundaries.

Generous support from the Andrew W. Mellon Foundation made possible an endowment that supports two Mellon Post-Doctoral Fellows each year. This program brings to campus recent humanities Ph.D.s to work with faculty (in their first year, the Faculty Humanities Seminar), with students (with two courses each year) and with the wider community (in a public symposium mounted during each fellow’s second year), while allowing significant time and resources for their own research. The HCAH also funds summer programs, including Student Research Assistantships supporting the scholarly work of Haverford faculty and Student Humanities Internships — with host organizations such as The Philadelphia Museum of Art, the Philadelphia Live Arts and Philly Fringe Festival, and the University of Pennsylvania School of Design (W.E.B. DuBois project). Through Center-sponsored symposia, presentations by renowned scholars and artists, residencies and its college exhibition program, the HCAH also enhances the intellectual and cultural life of the Haverford community and the public at large. A generous alumnus provides annual funding for student proposed arts projects.

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

HCAH COORDINATORS
Emily Carey Cronin, Associate Director
Laura McGrane, Associate Professor of English, Koshland Director
James Weissinger ’06, Associate Director
Matthew Seamus Callinan, College Exhibitions Coordinator

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

To achieve this vision, the KINSC supports a diverse set of programs that promote the ambitions of the faculty and students; it also administers a portfolio of institutional grants that support the sciences at Haverford, including funding from the Howard Hughes Medical Institute as well as a variety of other privately funded activities. The KINSC provides support for projects that enhance student and faculty scholarship, including travel grants for training, research and dissemination of results (i.e., at scientific meetings).

In recent summers, the KINSC has supported 8-10 students engaged in research externships and has also paid stipends and travel expenses for several students involved in international collaborative research projects involving Haverford faculty members. Special grants opportunities are available to faculty members to support the development of disciplinary and interdisciplinary initiatives than enhance student learning and scholarship. The KINSC works cooperatively with the Center for Peace and Global Citizenship and the Hurford Center for the Arts and Humanities to support projects that include, but extend beyond, the natural sciences, such as in the areas of public health or environmental studies.
For a complete description of the KINSC, its various programs and a calendar of upcoming events, visit www.haverford.edu/KINSC.

KINSC DIRECTOR
Robert C. Scarrow, Professor of Chemistry

CENTER FOR PEACE AND GLOBAL CITIZENSHIP (CPGC)

The Center for Peace and Global Citizenship (CPGC) advances Haverford’s long-standing commitment to peace and social justice through research, education and action. The CPGC integrates innovative scholarship and responsible civic engagement around contemporary issues of global significance. With its commitment to knowledge as the foundation for effective action, the Center embodies Haverford’s scholarly and ethical mission as a premier liberal arts college.

The Center fulfills this mission by sponsoring a broad menu of programs. These include:

• domestic and international summer internships: Since 2000, the Center has funded more than 500 students to pursue projects in 50 different countries and the United States;

• on-campus events: The Center arranges visits by speakers, activists and academics to engage members of the Haverford community in meaningful dialogue on issues of peace and global citizenship;

• off-campus activities: The Center funds students to attend conferences and workshops, to conduct field research, and to collaborate on service-learning projects locally and abroad;

• The Haverford House Fellowship Program connects the campus community with efforts to create a more socially just, healthy and vibrant Philadelphia region. Six fellows from each graduating class are selected for year-long fellowships working with nonprofit organizations and leading independent projects;

• faculty/curricular support: The Center supports faculty in their efforts to integrate experiential learning and research on issues of peace, social justice and global citizenship into their teaching.

For more information on the Center and its programs, see www.haverford.edu/CPGC.

CPGC STAFF
Parker Snowe ’79, Executive Director
James Krippner, Academic Director
Donna Ruane, Sr. Administrative Assistant
Janice Lion, Domestic Program Coordinator
Chloe Tucker ’07, International Program Coordinator
Stephanie Zukerman, Program Assistant
Marlen Lofaro, Cafe Coordinator
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CURRICULUM

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

GUIDELINES FOR LIBERAL EDUCATION

Liberal 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 education. A one-semester writing seminar, a general degree requirement of the College, must be taken by all first-year students. Writing seminars are courses that integrate writing instruction with intellectual inquiry into particular disciplinary or topical foci. They devote attention to strategies for performing critical analysis, constructing sound arguments, and crafting effective prose. WS-T (topically organized) and WS-D (academic discipline based) seminars are offered in both semesters. WS-I sections, taught in the fall semester, do not alone fulfill the writing requirement but serve as preparation for WS-T or WS-D courses in the spring semester. Students are advised to take other courses as well in which writing receives substantial attention.

LANGUAGE REQUIREMENT

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

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

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

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

DISTRIBUTION REQUIREMENT

In addition to fulfilling the writing and language other than one’s own requirements noted above, students are required to complete a minimum of three course credits in each of the three divisions of the curriculum: humanities, social sciences, and natural sciences. At least two departments in each division must be represented, and one of the nine course credits must be quantitative as described below.

QUANTITATIVE REQUIREMENT

Quantitative reasoning is an extremely important skill. The impact of science and technology in our century has been enormous. Today, those who lack the ability to apply elementary quantitative methods to the world around them are at a severe disadvantage. Therefore, students must successfully complete at least one course credit which focuses on quantitative reasoning. Quantitative courses provide experience in some of the following:
a. elementary statistical reasoning;
b. other widely applicable types of mathematical reasoning;
c. working with, manipulating, and judging the reliability of quantitative data;
d. generating and understanding graphical relationships; and
e. representing theoretical ideas in mathematical language and using mathematics to obtain concrete numerical predictions about natural or social systems.

These and other courses which satisfy this requirement are so indicated in this catalog. The quantitative requirement must be fulfilled by the end of the junior year.

**DEPARTMENTAL MAJOR REQUIREMENT**

Each student must meet the requirements for a departmental, interdepartmental, 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 major supervisors of the departments in which they wish to major and apply for written approval of a program of courses for their final four semesters. Such programs must provide for the completion, by the end of the senior year, of approximately 12 course credits or the equivalent, at least six of which must be in the major department and the others in closely related fields. Students are accepted into major programs according to the following rules:

a. Acceptance is automatic with an earned average of 2.7 or above in preliminary courses in the department concerned;
b. Acceptance is at the discretion of the major supervisor if the average in such courses falls between 2.0 and 2.7;
c. Acceptance is rare but may be contingent upon further work in the department if the average falls below 2.0;
d. A student who is not accepted as a major by any department will not be permitted to continue at the College.

Students who have been formally accepted as majors by any department have the right to remain in that department as long as they are making satisfactory progress in the major. Each student is expected to file with the registrar by the date specified in the academic calendar, a copy of his/her major program signed by the major supervisor. Haverford students may major at Bryn Mawr College on the same terms as those that apply to Bryn Mawr students and at Swarthmore College, with the proper permissions. The College affirms the responsibility of each department to make the work in the major field as comprehensive as possible for the student. There is need, in the senior year especially, to challenge the student's powers of analysis and synthesis and to foster the creative use of the knowledge and skills that have been acquired in previous studies. There is also the need to evaluate the performance of the senior in the major field, not only to safeguard the academic standards of the College, but also to help the student's self-evaluation at an important moment. In short, synthesis and evaluation in some form are both essential and may be achieved by various means as specified by the major departments in their statement of major requirements:

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

To avoid undue specialization in a major program, the College permits no more than thirteen course credits listed in a single department to be counted toward a major in that department. It is important to note that in light of the rule of thirteen, the College further requires that of the 32 course credits required for graduation, at least nineteen course credits 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 three exceptions to this limitation:

a. The limitation does not apply to certain majors at Bryn Mawr College;
b. The limitation does not apply to majors in the classics department; and
c. The limitation does not apply to those students who study abroad in programs, such as those at Cambridge or Oxford, where reading in one subject for the entire year is the norm.

**SPECIAL MAJORS**

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an interdepartmental major. At the time the major is selected, the program of courses and the nature of the comprehensive examination will be worked out by the student in consultation with, and subject to the approval of, the chairpersons of the departments concerned, one of whom will be designated as major supervisor for that student. Unlike the option of the double major described below, only one senior thesis or project is required in such a program. The permission of the Committee on Student Standing and Programs is also required for an interdepartmental major.

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. But a single thesis submitted for a double major may not be used to reduce either the amount or quality of work typically required by each major program. The single thesis option may be undertaken only with the written agreement of both departments.

A student, finally, may design an independent major or incorporate an area of concentration within an interdisciplinary major. Such majors must have the approval of the Committee on Student Standing and Programs. Furthermore, a member of the Haverford 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.

CREDIT REQUIREMENT
To graduate from Haverford, a student must complete successfully the equivalent of four years of academic work, or a minimum of 32 course credits, 24 of which may be taken at Bryn Mawr, Swarthmore or the University of Pennsylvania during the academic year, and eight of which must be taken at Haverford College on the Haverford campus.

PHYSICAL EDUCATION REQUIREMENT
All students at Haverford are required to participate in some area of the physical education program during their first two years at the College in partial fulfillment of the degree. For physical education purposes, the academic year is divided into four quarters, of which students must successfully complete six quarters within the first two years. Alternative means to satisfy this requirement are available for students with medical conditions preventing exercise. Students should complete their physical education requirement before registering for their fifth semester. All cases of failure to fulfill the requirement will be reviewed by the dean and the director of athletics. No student will be permitted to graduate without satisfying this requirement, which is designed to assure exposure to a program from which students may choose wisely those forms of activity which will promote physical welfare and recreational satisfaction during college and beyond. The physical education requirement does not carry with it academic credit.

AREAS OF CONCENTRATION
An area of concentration must be elected the same time a student declares a major; that is, during the fourth semester of attendance. As with the major, earlier elections are not permitted.

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

To fulfill an area of concentration, a student must normally complete six course credits selected with the aid of an informal faculty committee for that concentration, drawn from at least two departments of the College. Of the six course credits, no fewer than two and no more than three of them will also form part of the student’s major. In this respect, concentrations differ from the traditional minor, which is conducted entirely within one single department other than the student’s major department, and which may be wholly unrelated to that department.

Haverford College currently offers the following areas of concentration: African and Africana studies, Biochemistry and Biophysics, Computer Science, Education and Educational Studies, Gender and Sexuality Studies, Latin American and Iberian Studies, Mathematical Economics, Peace, Justice, and Human Rights, Middle Eastern and Islamic Studies, and Scientific Computing. These are described in the catalog under Courses of Instruction with other curricular offerings. A concentration in Creative Writing is available at Bryn Mawr College. Finally, beginning with the ’13-’14 Academic Year, a new Minor is Health Sciences is offered through the Department of Biology at Haverford College, the requirements of which can be found within the Department’s listing in this Catalog.

MINORS
Many departments and academic programs at both Haverford and Bryn Mawr offer minors, the completion of which will be indicated on the student’s transcript. These are described under the entries for individual departments, programs and areas of concentration in this Catalog and in the Bryn Mawr College Catalog. The minor is not required for the Bachelor of Arts degree or the Bachelor of Science degree.

As with majors, students may design independent areas of concentration (related to the major) or minors. These programs require the approval of the Committee on Student Standing and Programs. A member of the Haverford College faculty must serve as the student’s advisor for these options.
The responsibility for knowing and meeting the applicable degree requirements, as well as the academic regulations of the College, rests with each student. If there are any questions regarding these regulations, the student should raise them with his/her advisor or dean.

**FIRST-YEAR PROGRAM**

The responsibility for knowing and meeting the applicable degree requirements as well as the academic regulations of the College rests with each student. If there are any questions regarding these regulations, they should be raised with the student’s 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 eventual specialization, and since it is important that this diversified experience be gained early, the faculty strongly recommends that first-year students take no more than one course in any department in either semester of the first year. For the same reasons, sophomores normally will not be permitted to take more than two courses simultaneously in any one department. The Committee on Student Standing and Programs exercises general supervision over unusual combinations of courses.

**REGISTRATION PROCEDURES AND POLICIES**

The registrar issues detailed information concerning registration each year, which is also published in the annual course guide. All deadlines for registration are the same at Haverford and Bryn Mawr. The dates are different at Swarthmore and the University of Pennsylvania.

**COURSE LOAD AND CREDIT**

Students normally register for four course credits per semester, but since exceptions to this rule exist, they may arrange their programs with some flexibility. With consent of their advisors, students may enroll or pre-enroll for five credits in a given semester, or more than five credits with the approval of their dean. Students may also register for as few as two credits, provided they are making normal progress toward completion of the 32 course credits in four years required for graduation. The latter condition may be met either by having accumulated extra credits or by evidencing, to the Committee on Student Standing and Programs, an ability to make up a deficit in the future.

If a student wishes to carry fewer than four credits in a semester and does not have sufficient extra credits by the end of that semester to be on schedule for the four-year graduation limit, he or she must seek approval of his or her dean, who acts for the committee in such matters. A student dissatisfied with the dean’s decision may have the case reviewed by the faculty committee. Students permitted a credit overload or an underload during any given semester must pay full tuition, regardless of the number of credits taken.

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

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

Should a student fail to achieve any of the above, he/she will not be advanced to the next grade level but will, instead, be referred to the Committee on Student Standing and Programs for action regarding the student’s continuing status at the College.

**PASS/FAIL OPTION**

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

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

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

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

For more information on the Pass/Fail rule, please consult the Academic Regulations Guidebook.

**COURSE CHANGES**

Students may make course changes during the first seven class days of any semester. After this period, students may change courses only with permission of the Dean of the College. Drops are permitted through the end of the first three weeks 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 if the course numbers may suggest an advancing sequence.

**LABORATORY/NO LABORATORY COURSES**

A laboratory course taken without the laboratory, or a laboratory course taken without the lecture cannot be included among the courses required for graduation or among the courses required outside the major.

**INDEPENDENT STUDY COURSES**

Many departments offer independent study courses to encourage independent work by qualified students. These courses provide opportunities to investigate topics not covered in formal courses, do extensive reading on a subject, do fieldwork, or engage in library research. Students wishing to undertake independent study must secure permission for the project from their advisor and from a faculty member willing to supervise it 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. Course requirements are determined jointly by the instructor and the student. Written evaluation of the work performed may be submitted to the registrar in place of a numerical grade.

Students may register for only one credit of independent study per term. These courses are normally of half-credit value unless specified for a full credit by the instructor. To undertake more than one credit of such work, students must secure permission, in advance, from the Committee on Student Standing and Programs.

Students may not undertake independent study work in subjects being taught in regular courses. Those wishing to explore more thoroughly a subject covered in an existing course are urged not to undertake an independent study course, but rather to consider the course intensification option.

For more information on Academic Regulations, please see the Academic Regulations Guidebook.

**COURSE INTENSIFICATION**

The College believes that experience in a wide diversity of courses is an essential part of a Haverford education, but 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 is the final judge of whether the student should attempt this.

**YEAR-LONG COURSES**

Ordinarily, students must carry full-year courses through two semesters 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 concerned. The student must obtain departmental permission 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.
CONTINUING IN A FAILED COURSE

If a student in a year-long course fails the first semester but is allowed by the instructor to continue, he or she may receive credit for the first semester if the second semester grade is 2.0 or higher. In such cases, the first semester grade will not be changed, and the course instructor must state in writing to the registrar at the beginning of the second semester that this arrangement applies.

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

A senior electing to take a year-long or a second-semester course at either Swarthmore, Penn or, with permission, at any other college or university, is responsible for verifying before the class begins that the instructor will submit a final course grade to the Haverford registrar by 5:00 p.m. on the day that senior grades are due, as indicated on the academic calendar. If the final grade is not submitted by that date 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 both on the academic calendar and in the instructions for registration, as published in the annual course guide. If students do not register on time and do not receive permission from their deans to delay registration, the college will assume that they are not returning to Haverford. In such cases, the College will consider their enrollment, financial aid and housing, if any, available to other students. Additionally, there is a late registration fee of $25.00 for each approved registration filed after the appropriate deadline, and a late verification fee of $25.00 for late course confirmation. These fees apply to all students registering in Haverford courses, regardless of their home institution.

GRADING

The following numerical grades are awarded at Haverford:

4.0 (highest grade); 3.7; 3.3; 3.0; 2.7; 2.3; 2.0; 1.7; 1.3; 1.0; 0.0 (failing grade).

Equivalent letter grades are universally understood to be as follows:

A (highest grade); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (failing grade).

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
CR: Credit or Pass in a Bryn Mawr or Swarthmore CR/NO CR (Pass/Fail) course
NC: Fail/No Credit in a Bryn Mawr or Swarthmore CR/NO CR (Pass/Fail) course
WEA: Written Evaluation Attached, explicitly stating pass or failure.
**GRADING REGULATIONS**

A student may not count a course toward his/her major requirement if the grade submitted 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 the Dean of the College, and so announced at the beginning of the course.

If a student drops a course or is required by the instructor to drop it after the penalty date (see academic calendar), the grade recorded is 0.0 (failure). If, however, a student is permitted to withdraw from a course by the Dean of the College for unusual reasons—normally those beyond the student’s control, such as illness—the grade then recorded is W.

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 that taken through Haverford’s approved International Study Abroad programs, Bryn Mawr and the University of Pennsylvania summer sessions, and all credit granted for advanced placement, the International and French Baccalaureates, the German Aritur, the British “A” Levels and 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 INC is reported without previously approved supporting documentation duly submitted 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 grade of 0.0 (failure).

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 through the work from the course. In such cases, the student has two options: he/she may pursue the work because it is interesting and not for credit or a grade or might approach the same instructor with whom the course was taken and ask if he or she would sponsor and grade the work during the next semester. The record would then show a grade of 0.0 or W for one semester and a grade reflecting successful completion in the second semester.

In certain senior seminars, a department may choose to give a brief written evaluation of performance instead of a numerical grade. In such cases, the grade recorded is WEA, which serves in place of a numerical grade. When instructors intend to use such evaluation, they will announce this fact to the students at the time of registration.

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, and the Dean of the College concurs, 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 the Provost would undertake an investigation into the facts of the matter.

A student who receives a low grade in an examination because of special circumstances such as illness, may petition the instructor and the Dean of the College for a special examination. To invoke a review under this provision, the student must notify the instructor immediately after stopping work on the examination, giving details to support the request for a special examination. If the request is granted, the grade for the special examination will replace the grade originally received in the mid-year or final 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.
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 on the academic calendar. All written work in courses, except final examinations or papers done in lieu of examinations, is due as scheduled by the instructor, but no later than the last day of classes for that semester. Papers done in lieu of examinations are due as scheduled by the course instructor, but no later than the last day of the examination period for that semester.

EXTENSIONS AND INCOMPLETES

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

For the registrar to process an extension or an incomplete, a student must follow the procedures outlined above. The College is not likely to honor ad hoc arrangements, commitments that are contrary to the regulations described here, or any to which the student’s dean has not been a consenting party. Haverford’s procedures and deadlines differ from those of Bryn Mawr, Swarthmore and the University of Pennsylvania. Students are responsible for informing themselves about the rules regarding such matters at these institutions.

ACADEMIC YEAR ’13—’14 EXTENSION/INCOMPLETE DEADLINES

Semester I

Extension work is due on Monday, December 23, 2013
Incomplete work is due on Friday, January 10, 2014

Semester II

Extension work is due on Monday, May 19, 2014
Incomplete work is due on Friday, June 6, 2014

The course instructor has jurisdiction over requests for extra time to complete assignments or permission to schedule make-up examinations during the semester. A student who wishes to make such a request should speak directly with the appropriate instructor. No form is required.

CLASS ATTENDANCE

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

GRADUATION HONORS

Final honors at graduation are awarded to students who have undertaken and completed academic work of high quality. Such honors are of two kinds: those awarded by the departments and those awarded by the College.

1. Departmental Honors

   The departmental statements in this catalog list the exact nature of departmental honors work and the criteria used in judging it. 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.

2. College Honors
The Committee on College Honors and Fellowships considers all students whose overall performance is exceptionally high for the following college honors awarded at Haverford: magna cum laude or summa cum laude. In addition, the committee considers students nominated by members of the faculty.

Whereas distinguished performance in the major is the criterion for departmental honors, the award of college honors recognizes students whose work has been outstanding overall. The committee gives special attention to study that goes beyond the requirements of the major. Such study can be interdivisional, as evidenced by superior work outside a student’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.

The faculty awards both magna cum laude and summa cum laude on recommendation of the Committee on College Honors and Fellowships. Summa cum laude is awarded rarely, to students of exceptional merit.

**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
- They may study at another American college or university or at a Haverford-approved program abroad for a semester or a year.

Any combination of options needs to provide a minimum of six semesters in residence at Haverford and at least 24 Haverford course credits. Students may take these Haverford course credits at Haverford or any of the three cooperating institutions—Bryn Mawr, Swarthmore or the University of Pennsylvania—to have them counted as credits while in residence at Haverford. However, no student may graduate from Haverford without having taken a minimum of eight course credits on the Haverford campus. In cases of transfer students, the deans make decisions about residence and credit requirements, but transfer students must complete a minimum of 16 Haverford course credits and four semesters in residence to be eligible for a degree from 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” in the Academic Regulations Guidebook.
SPECIAL ACADEMIC PROGRAMS

INTERCOLLEGIATE COOPERATION

Haverford has long enjoyed a close cooperative relationship with its near neighbor, Bryn Mawr College. In recent years, Swarthmore College has joined the two schools in a relationship that gives students from all three colleges access to courses and to most of the academic facilities on the three campuses. As a consequence, students at all three colleges have the advantages offered by a small college, together with the academic resources of a much larger, combined institution. The major programs of Bryn Mawr and Haverford are open equally to students of both. In many cases, Haverford students may also major at Swarthmore. Linguistics is one example of a major at Swarthmore that some Haverford students have recently completed. Each student must satisfy the general college distribution requirements of the institution at which he or she is matriculated, but is free to choose courses from the three curricula. Students majoring at a school other than the home college have this option noted on their academic records. The academic regulations of the college where a course is given apply to all enrolled students, regardless of the home college. Administrative interpretations and decisions are made by the deans of the college at which the course is offered.

Each semester, a significant number of students at Haverford and Bryn Mawr take at least one course on the other campus. Class schedules and, in many cases, course offerings are coordinated. Jointly operated college buses carry students between the campuses from early morning through the evening.

Cooperation between Haverford and Bryn Mawr is extensive in extracurricular activities as well. A monthly calendar of events on both campuses is published jointly. A meal exchange program enables students at the three colleges to use the dining facilities at all three, and more than 80 percent of the extracurricular activities organized at Haverford operate jointly with Bryn Mawr.

In addition to the cooperative agreement with Bryn Mawr and Swarthmore, Haverford has made arrangements with the University of Pennsylvania that permit full-time students the right to enjoy library privileges and, upon presentation of the proper credentials, to enroll for courses there without added expense. Students must pay laboratory fees that are not included under reciprocal agreements with Swarthmore or the University of Pennsylvania. Students taking courses at the University of Pennsylvania must make their own transportation arrangements.

Haverford students are limited to taking two course credits per semester at Penn. 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 regularly at either Haverford or Bryn Mawr. Scheduling conflicts are not adequate reasons for seeking admission to courses at the University of Pennsylvania.

POST-GRADUATE STUDY

Many Haverford students plan to enter into further courses of study after graduation. As a liberal arts college, Haverford arranges its curriculum so that students with such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education with sound training in basic disciplines, to which more specialized training may be added later.

Students intending to enter a professional school are encouraged to choose a major in accord with their principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine or theology usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must present a minimum of eight semester courses in the natural sciences, each of which must include laboratory work: two in biology, four in chemistry, and two in physics.

Students planning to do graduate work in a departmental subject such as economics, mathematics, history, etc., should consult with the chairperson of the department at Haverford that most nearly corresponds to the department of proposed work in graduate school. This advisor can answer questions relevant to post-graduate study and offer guidance in the selection of courses and the choice of major (which need not necessarily be in the same department as the student’s intended graduate study).
Students planning to go to professional schools should seek early advice from the Center for Career and Professional Advising or from the College’s pre-professional advisors. Schools of business, law, medicine and some other graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned.

**ADVANCED PLACEMENT (AP) CREDIT**

Entering students should arrange to have advanced placement scores forwarded directly to the Office of the Registrar at Haverford. 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.

The procedures outlined above, under Haverford’s special academic programs implement the faculty’s decision that each student may avail him or herself of many special academic opportunities during the years at Haverford. The College will record credits earned in summer school, the AP program, “A” Levels, 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 summer while a student at Haverford) so that the total for any one student does not exceed four course credits. Students should note that divisional distribution is not awarded to any such work, with the exception of summer credits earned during their years at the College.

For additional information on special academic programs, including study abroad, please visit haverford.edu/catalog/academic_program
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OVERVIEW

The policy of Haverford College is to admit to the first-year class those applicants who, in the opinion of the College, are best qualified to profit by the opportunities which Haverford offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment as shown by school record and examination, but also to character and personality, plus interest and ability in extracurricular activities. Applicants compete for admission to a carefully selected and comparatively small student body of approximately 1,200 men and women.

Haverford does not discriminate in education or employment on the basis of sex, sexual orientation, race, color, age, religion, national origin, physical disability or handicap.

Typically applicants will have taken a rigorous college preparatory program that includes at least: four years of English; three years of mathematics; three years of one foreign language; three years of laboratory science; and three years of history or social studies. Personal interests dictate additional courses in foreign language, mathematics, science, social studies and history. Most candidates will have taken more than the minimum expectations, including honors, enriched, Advanced Placement or International Baccalaureate courses if offered.

Haverford offers two application plans for first-year students: Early Decision and Regular Decision. Criteria for admission are the same under both plans; students may not choose more than one plan.

First-year applicants may apply for Early Decision after investigating Haverford carefully and making a commitment to enroll if admitted. Early Decision applications must be filed by November 15 along with all supporting credentials. Decisions will be announced by December 15. If applying under Early Decision, students may submit non-binding applications to other colleges with the understanding that they will withdraw all applications if admitted to Haverford.

Applications for Regular Decision must be filed by January 15. If offered admission to Haverford, the College expects a firm commitment about each student’s plans by May 1, the date used by many colleges to give students ample opportunity to weigh all their choices before making a commitment.

When a candidate’s application is approved, admission is offered for the following September. Some students may want to work, to travel, or to have some other non-academic experience before starting at Haverford. On request, an admitted student may defer matriculation at Haverford for one year, reserving a place in the class starting in September of the following year.

Applicants wishing to enter Haverford after three years of secondary school, an option known as Early Admission, should follow the Regular Decision application procedure. Early Admission candidates may not apply for Early Decision. All candidates for Early Admission are required to have an on-campus interview with a member of the Admission staff.

International Students

International students may apply for first-year or transfer admission. Applicants must submit a regular application form and fee, and official transcripts (in English) of all academic work since beginning secondary school. International students should complete the same application forms and adhere to the same deadlines and standardized testing requirements as students applying from within the U.S. Students whose first language is not English and who have not attended a school where English is the medium of instruction must also demonstrate English proficiency by submitting a score from TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). While Haverford is not able to practice need-blind admission for students who are not U.S. citizens or Permanent Residents, a limited amount of need-based financial aid is available, and the College meets the full demonstrated need of all admitted students. Applicants without U.S. citizenship or Permanent Resident status who need financial aid must apply for admission and aid through our Regular Decision program; they may not apply through Early Decision. Haverford typically does not have any financial aid available for international transfer students.

Transfer Students

Haverford welcomes applications from transfer candidates whose academic credentials are very strong. In addition to filing an application, a transfer candidate will be asked to submit a secondary-school transcript, the results of college entrance examinations, a college transcript, and letters of recommendation from two faculty members and a responsible official of the college currently or last attended. The Admission Committee will notify each student regarding the required credentials. Transfer students must be eligible to enter the sophomore or junior class and must spend a minimum of two years at Haverford. The application deadline is March 31 for September admission; decisions are announced by May 15. New students may not start in January.
Advanced Standing

Qualified first-year students may be permitted to omit one of the introductory courses in a given department and proceed directly to intermediate courses in that department. Some departments give placement examinations online during the summer or on paper during Customs Week to determine a student’s qualifications; other departments use less formal criteria.

Students who have taken high school courses under the Advanced Placement Program may take the tests in these subjects offered by the College Board each May. One credit will be awarded for a score of five and one-half credit will be awarded for a score of four. Advanced credit does not necessarily involve placement nor does placement necessarily involve credit.

For students entering the College from the International Baccalaureate Program, credit may be granted only for IB Higher Level courses completed with a grade of five or above. Each case will be reviewed separately before credit is approved.

Credit may also be granted for work a student does at another college before entering Haverford. To be considered for such credit, a transcript of that work must be sent to the Dean of the College.

A maximum of four course credits altogether may be granted to entering first-year students on the basis of the Advanced Placement examinations, International Baccalaureate Higher Level examinations, or for courses taken at another college.

For additional information on admission and on procedures and requirements for applying, please go to www.haverford.edu/admission/.

EXPENSES

The tuition for regular students is $45,018 for the 2013–14 academic year. The residence fee is $13,810 for the academic year. There is also a Students’ Association fee of $408 per year. These fees—including tuition, residence and Students’ Association fees (but excluding the College’s optional accident and health insurance plan, discussed on page 238)—total $59,236 for the year.

The residence fee covers room and board when the College is in session. This includes heat, electric, and the use of bedroom furniture including a bureau, table, chair and bed. Students supply any other furniture, plus blankets, towels and bed linens. The Students’ Association fee covers the student activities and admission to entertainment and a series of cultural events.

First-year students and other new students are charged a one-time fee of $210 to cover the cost of their orientation period, called Customs Week.

Students are charged full tuition for each of the first eight semesters they are in attendance at the College. Enrollment beyond eight terms is billed at $5,415 per course.

The College bills a $600 per term Incidental Deposit, payable in full before the beginning of each semester, to cover the cost of books the student charges at the Bookstore and other incidental charges that arise during the school year. Any of the unspent deposit is refundable at the end of the academic year.

Bills for the following semester’s tuition, room, board, Student’s Association fee and deposit are rendered in July and December. Tuition and fees must be paid in full before the beginning of the semester. Students whose fees are not paid are subject to dismissal from the College. Unpaid accounts are also subject to a 1% per month late fee, cancellation of bookstore privileges and participation in the meal plan, exclusion from the room draw and withholding of transcripts. If there are outstanding charges at the end of the semester, no diploma or official transcript will be issued. Transcripts can be held at any time for nonpayment.

For additional information, please visit haverford.edu/business/studentaccounts.php.

FINANCIAL AID

Financial aid decisions are made solely according to a need-based allocation formula developed by the College. In other words, Haverford does not offer any financial aid on the basis of academic, musical, athletic, or any other measure of merit. Aid is provided to all admitted students who were judged eligible according to the College’s formula and procedures. Although no aid is awarded for more than one year at a time, it is normal practice to continue to meet a student’s need as reassessed annually according to the College’s allocation formula.

New Students

The Admission staff admits students without regard to their financial need. For any student who is a United States citizen or permanent resident, an application for financial aid will have no bearing on your admission decision. There are limitations to College-funded aid: principles and procedures used to award College aid and instructions and deadlines for aid applications are outlined on the Financial Aid section of the College’s website, www.haverford.edu/financialaid. All students applying for admission to Haverford and interested
in College financial aid must read this information before they apply and make sure both of their parents do so, too.

**Returning Students**

A student who is currently enrolled at the College and who wishes to apply or reapply for aid must file application materials by April 20 preceding the year for which aid is requested. Instructions, deadlines, and forms are all available on the Financial Aid section of the College’s website.

**Rate of Graduation**

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

Class entering fall 2005 (class of 2009): Size at entrance, 316; Graduated 3 years later, 2; Graduated 4 years later, 286; Graduated 5 years later, 5; Graduated 6 years later, 0. Total graduated, 293, or 92.7% of the original class.
# COURSES OF INSTRUCTION

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LIST OF DEPARTMENTS

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

* Area of Concentration
** Program
• Minor
NUMBERING SYSTEM AND SYMBOLS

001—009: elementary courses  
100—199: first-year and introductory courses  
200—299: second-year courses  
300—399: advanced courses  
400—499: special categories of work (e.g., 480 for independent study courses)

The following letters (following a number) indicate:

“a”: a one-credit course given in the Fall Semester  
“b”: a one-credit course given in the Spring Semester  
“c”: a one-credit course given throughout the year  
“d”: a half-credit course given September—October  
“e”: a half-credit course given November—December  
“f”: a half-credit course given throughout the first semester  
“g” a half-credit course given February—March  
“h” a half-credit course given April—May  
“i” a half-credit course given throughout the second semester  
“j” a half-credit course given throughout the year

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

The following designations refer to the distribution system for courses:

SO: fulfills a Social Science requirement  
NA: fulfills a Natural Science requirement  
HU: fulfills a Humanities requirement  
QU: fulfills the Quantitative requirement
AFRICAN AND AFRIKANA STUDIES

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

AFRICAN AND AFRIKANA STUDIES REQUIREMENTS
African and Afrikana Studies is a Bi-College program, offered as a minor at Bryn Mawr or as an area of concentration at Haverford. Requirements for the program include:

1. Independent College Programs 101a, "Introduction to African and Afrikana Studies"/History 102a "Introduction to Afrikana Civilizations"
2. five more courses from the list reproduced in the college catalogs, or from a list of new courses periodically approved
3. at least one of these courses must deal with the African Diaspora
4. a senior thesis or seminar-length essay in an area of African and Afrikana Studies.

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

Students majoring in a department that requires a thesis satisfy the requirement by writing on a topic approved by his or her department and by the coordinator(s) of the African and Afrikana 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 Afrikana Studies program.

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

AFRICAN AND AFRIKANA STUDIES COORDINATORS
At Haverford:
Assistant Professor of Anthropology Jesse Weaver Shipley

At Bryn Mawr:
Associate Professor of History Kalala Ngalamulume

AFRICAN STUDIES REQUIREMENTS
Independent College Programs 101a, Introduction to African and Afrikana Studies/History 102a Introduction to Afrikana Civilizations, is the foundation course for African studies as well as for the African and Afrikana Studies program at Haverford and Bryn Mawr. The course is suitable for first-year students, utilizes on-site resources of the four campuses and enrolls undergraduates from all four institutions. Two instructors from different disciplines co-teach this course each year.

A full African studies program includes the introductory foundation course, study of an African language (or languages), study abroad at an African university, and advanced course-work on Africa at any of the four institutions.

African language courses are regularly offered at the University of Pennsylvania (Yoruba, Hausa, Amharic, Wolof, Swahili) and Bryn Mawr (Introductory Swahili).

Haverford and Bryn Mawr regularly sponsor public talks about African issues, featuring visiting African scholars from several disciplines.

AFRICAN STUDIES CONSORTIUM
Haverford and Bryn Mawr, along with the University of Pennsylvania and Swarthmore College, are members of the African Studies Consortium. The four institutions have established an Undergraduate Center for African Studies, headquartered at the University of Pennsylvania. The center is supported, in part, by the U.S. Department of Education. Consortium resources allow students on the four campuses to pursue a wide variety of interests in African studies.
AFRICAN AND AFRICANA STUDIES
COURSES

COURSES AT HAVERFORD COLLEGE:

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

Spring
ANTH H327 Ritual, Performance and Symbolic Practice
ENGL H265 African American Literature
POLS H123 American Politics: Difference and Discrimination
POLS H345 Islam, Democracy and Development
RELG H350 Seminar in the Writings of Women of African Descent
SOCL H235 Class, Race, and Education

COURSES AT BRYN MAWR COLLEGE:

Fall
ANTH B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
ANTH B253 Childhood in the African Experience
ARCH B101 Introduction to Egyptian and Near Eastern Archaeology: Egypt and Mesopotamia
CITY B266 Schools in American Cities
COML B388 Contemporary African Fiction
EDUC B266 Schools in American Cities
ENGL B388 Contemporary African Fiction
GNST B103 Introduction to Swahili Language and Culture
HART B362 The African Art Collection
HIST B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
HIST B235 West African History
HIST B336 Topics in African History: Social and Cultural History of Medicine
SOCL B266 Schools in American Cities

Spring
ANTH B341 Cultural Perspectives on Marriage and the Family
EDUC B290 Critical Issues in Education
ENGL B283 Toni Morrison and the Art of Narrative Conjure
ENGL B369 Women Poets
GNST B105 Introduction to Swahili Language and Culture II
HART B282 Arts of Sub-Saharan Africa
HIST B102 Introduction to African Civilizations

HIST B243 Atlantic Cultures: Maroon Societies
HIST B337 Topics in African History: Social History of Witchcraft
HIST B349 Topics in Comparative History: Before European Hegemony
SOCL B229 Black America in Sociological Perspective
Anthropology is the study of the human condition across different times and places, in pursuit of a deeper understanding of humankind and the promotion of informed social policy. To do this, 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. Anthropologists 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. We study social, economic, cultural, and political systems—how these systems are inhabited, contested, changed and reproduced over time. We pay particular attention to the relationships between local contexts and broader global social, geographic and historical regimes and ideas. We 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. Socio-cultural anthropology has three central traits. First, 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. Second, it is holistic. We study practices and institutions as they are embedded in context. Third, it involves participant-observation fieldwork. Social and cultural anthropologists live in the communities they are studying for extended periods of time, in order 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 deemed to be at the margins of 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. Over the last two decades scholars in anthropology have begun to focus their work also on powerful metropolitan and cosmopolitan social actors, both in the United States and globally. As ethnographers study the work of businessmen, planners, state officials, doctors and professionals in transnational institutions such as Wall Street and the World Bank, the discipline has made key contributions in critical debates about globalization, financial reform, public health, education, environment and urbanization, and our curriculum is fully engaged with these areas of research and study.

ANTHROPOLOGY FACULTY
Associate Professor Jesse Weaver Shipley, Chair
Stinnes Professor of Global Studies and Professor
Laurie Kain Hart, Chair (on leave 2013-14)
Professor Mari Boyd Gillette (on leave 2013-14)
Visiting Assistant Professor Joshua Moses
Associate Professor Zolani Ngwane
Visiting Assistant Professor Zainab Saleh
John R. Coleman Professor of Social Sciences
Wyatt MacGaffey, Emeritus

Affiliated Faculty at Bryn Mawr College:
Professor of Growth and Structure of Cities Gary McDonogh
Visiting Assistant Professor of Growth and Structure of Cities Jun Zhang
Faculty of the Department of Anthropology, Bryn Mawr College

ANTHROPOLOGY MAJOR REQUIREMENTS

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

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

All major programs require the approval of the major advisor. No more than one biological anthropology or archaeology course may be counted for the Haverford major. The remaining courses may be offered in the Haverford department, in an anthropology department on another campus, or in approved related fields. Students are expected to familiarize themselves with the use of e-mail, Blackboard, Tripod, and the storage server.
ANTHROPOLOGY MINOR

REQUIREMENTS

The minor in anthropology consists of six courses, including: ANTH 103a, Introduction to Anthropology, ANTH 303, History and Theory of Anthropology; an ethnographic area course; and three other courses at the 200 or 300 level, including one course at the 300 level. A minimum of three courses must be taken in the Haverford department. All minor programs require approval of the minor advisor. Students are expected to familiarize themselves with the use of e-mail, Blackboard, Tripod, and the storage server.

ANTHROPOLOGY REQUIREMENTS FOR HONORS

Honors are decided at the discretion of the faculty in the department of Anthropology. They are based upon overall excellence in the major. “Excellence” is defined by three criteria: 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), and a record of consistent intellectual commitment and participation in the department. High Honors will be awarded, upon occasion, for exceptional contributions in all areas.

ANTHROPOLOGY COURSES

103 INTRODUCTION TO ANTHROPOLOGY SO

J. Shipley

An introduction to the basic ideas and methods of social anthropology. Examines major theoretical and ethnographic concerns of the discipline from its origins to the present, such as family and kinship, production and reproduction, history and evolution, symbolism and representation, with particular attention to such issues as race and racism, gender and sexuality, class, and ethnicity. Prerequisite: Not open to students who have completed BMC Anth 102.

110 ANTHROPOLOGY OF FOOD AND EATING SO

Staff

An introduction to anthropological modes of inquiry and interpretation through an examination of food and eating. Primarily concerned with symbolism, social stratification, and the relationship between local and translocal orders. Includes such topics as meat, rituals of sacrifice, etiquette, eating disorders, famine, and transnationalism. Offered occasionally.

155 THEMES IN THE ANTHROPOLOGY OF RELIGION SO (CROSS-LISTED IN RELIGION AND AFRICAN AND AFRICANA STUDIES)

Z. Ngwane

What is it that rituals actually do? Are they enactments (affirmations) of collective ideals or are they arguments about these? Are they media for political action or are they expressions of teleological phenomena? The course is a comparative study of ritual and its place in religious practice and political argumentation. Concrete case studies will include an initiation ritual in South Africa, the Communion Sacrament in Christianity, a Holocaust commemorative site in Auschwitz, and the cult of spirit-possession in Niger. Enrollment limited to 20. Preference to Freshmen and Sophomores. Offered occasionally.

202 AMONG MEN: CONSTRUCTION OF MASCULINITIES SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)

Z. Ngwane

A comparative exploration of the socio-cultural politics of gender, with particular reference to masculinity, the course combines an intellectual historical approach, i.e. how the related notions of maleness, manhood and masculinity have featured in the history of social thought, and a thematic focus on issues such as the men’s movements, popular culture, queer movement, etc. While the course will be grounded on an anthropological notion of the social basis of power, culture and identity formation, the readings will nonetheless be interdisciplinary -- including historical narratives, literature and film ethnographies (from Africa and the United States) and critical work from fields such as queer, feminist and postcolonial studies. Prerequisite: Anthropology 103 Offered occasionally.

204 ANTHROPOLOGY OF GENDER SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)

Staff

The cultural construction of gender and sexuality, kinship, inheritance, and marriage; the performative dimensions of sexual identity; the cultural politics of motherhood, myths of matriarchy; ideologies of maleness, manhood and masculinity. Not open to students who have completed Anthropology 216b or Bryn Mawr Anthropology 106. Offered occasionally.

205 SOCIAL ANTHROPOLOGY: ARTISANS IN GLOBAL CONTEXT SO

M. Gillette

In this course we examine artisanal and artistic production, and how such productive systems intertwine with other aspects of social organization, such as kinship and gender, and are affected by large-scale forces, such as marketization and globalization. Students will conduct independent research on a small-scale producer in the Philadelphia area. Prerequisite: Anthropology 102 or 103. Offered occasionally.

206 ANTHROPOLOGY OF ART SO

L. Hart, Staff

This course looks at the social and cultural foundations of a category of things referred to as “art.” We examine the properties of these things and of the people who make, trade, exhibit, and look at art, and
ask why they (we) do that. This involves a) understanding, and making theory about, the general development of the concept and uses of “art” in European civilization, as well how and why objects from “exotic” (that is, colonized) societies (in particular Africa, Native America, and Australia) have been identified and collected as a particular kind of art (“primitive art”) and b) exploring the “power of images” in diverse societies and social contexts. These questions allow us to challenge our received conceptions of what art is and does and to broaden our understanding of human creativity beyond conventional notions of art, taste, and value, and power. Prerequisite: One course in ANTH or consent of the instructor. Offered occasionally.

207 VISUAL ANTHROPOLOGY SO
J.Shipley
This course looks at anthropology’s relationship to the visual, focusing particularly on ethnographic film. How have anthropologists used visual media and ethnographic film to represent culture and produce knowledge? Students will study visual anthropology as a field and also practice as visual anthropologists by making two short ethnographic films in groups. Prerequisite: Anth 103 at Haverford or 102 at Bryn Mawr. Typically offered in alternate years.

208 MUSEUM ANTHROPOLOGY SO
M. Gillette, Staff
This course is a comparative and historical introduction to museums and objects, how we might study and think about them as anthropologists. Special emphasis will be placed on cultural history museums and the complex interplay of memory, conventional notions of art, heritage, history, and museum exhibits. How do museum publics and museum professionals explore the past through objects, and how do changing ethical standards of collecting, management, and display of artifacts inform those explorations? My background as a museum curator and director inspires my efforts to understand museums as cultural institutions; and, because of this background, professional museum practices will form an important part of course discussions. The ways in which museums deal with issues of repatriation of cultural property will be addressed in some detail. Controversial exhibits and repatriations (or their lack) will be debated in class with a view to better comprehend how and why specific decisions are made within complex cultural institutions. Students will conduct research on the collection, management, and exhibition of individual museum objects. Offered occasionally.

209 ANTHROPOLOGY OF EDUCATION: STATE OF THE DEBATE SO
Z.Ngwane
Education and schooling in anthropological literature. We will compare the concepts of “socialization” in British Social Anthropology with “cultural transmission” in American Cultural Anthropology to look for the different ways in which the role of education in social reproduction and transformation has been framed over time. In addition to basic works by thinkers such as Durkheim, Malinowski, Mead, Benedict and Boas, we will read a selection of ethnographies of schooling from the United States, Africa and Japan. Prerequisite: Anthro 103 and one course in Education. Offered occasionally.

216 WOMEN AND POWER IN COMPARATIVE PERSPECTIVE SO
(CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
M.Gillette
This course explores issues of power and its operation through examining women and women’s experience. Course readings combine theoretical materials on power and women’s empowerment with ethnographic studies that allow us to investigate theoretical questions in specific contexts. We consider the nature of power, the sources of social inequality, and the potential for powerful action on individual and collective levels. Offered occasionally.

220 STORYTELLING AND THE ETHNOGRAPHIC IMAGINATION SO
M.Gillette
From anthropology’s inception as a discipline, anthropologists have experimented with the relationship between ethnographic writing and storytelling. Even early anthropologists who were deeply committed to the idea of anthropology as a science such as the founder of ethnography Bronislaw Malinowski nevertheless tried to entertain, excite, and emotionally engage readers by using storytelling techniques for ethnographic monographs. “Imagine yourself suddenly set down, surrounded by all your gear, alone on a tropical beach close to a native village, while the launch or dinghy which has brought you sails away out of sight”. In this course we explore ways to combine ethnography with techniques from dramatic writing. Students read classic and contemporary works by anthropologists who enrich ethnographic writing with techniques from dramatic writing, conduct individual ethnographic research projects, and experiment with story-telling techniques to present their findings. Prerequisite: Anthropology 103 or permission of the instructor. Offered occasionally.

222 ETHNOGRAPHIC FILMMAKING SO
M.Gillette
Ethnographic filmmaking examines how anthropologists use film for ethnographic projects as a research tool, mode of knowledge production, and dissemination format. We begin by revisiting the core anthropological practice of ethnography, from its earliest conception to present-day revisions. Then we turn to the study and use of film and digital video to produce ethnographic knowledge. This process includes: 1) practical, hands-on training in shooting, sound, lighting, dv transfer, editing, and final production; 2) examining the theoretical arguments about ethnographic filmmaking; and 3) scrutinizing a set of ethnographic films to explore how particular understandings of anthropology and film have been
realized in practice and evaluate the merits and weaknesses of specific approaches. Our primary objective, the reason we engage in this process, is to enable each student to develop his or her own vision of ethnographic film that s/he realizes in practice, articulates in words, and justifies in relation to the broader field of ethnographic filmmaking. Prerequisite: Anthropology 103.

225 ANTHROPOLOGY OF POSTSOCIALISM SO
M. Gillette
An examination of cultural and social transformation in the former USSR, Central/Eastern Europe, China, and Cuba through readings in recent ethnography. How do socialist-era institutions and ideologies continue to influence people's contemporary efforts to create a new kind of society and market? In what sense can we speak of shared national histories and cultures as determinative of these processes - or is it culture itself that is changing? Prerequisite: Anthropology 102 or 103. Offered occasionally.

235 SOCIAL PRACTICE OF MEDIA SO
J. Shipley
This course will examine cross-culturally how the mass media print and electronic, old and new have become critical to the constitution of subjectivities, collectivities, and histories in the contemporary world and are the primary means for the circulation of symbolic forms across space and time. Attention is paid to how the production, reception, and circulation of media forms and technologies are integrated into social practice at the local, national, and transnational levels. Prerequisite: Anthro 103 or consent Offered occasionally.

236 LANGUAGE AND ELECTRONIC MEDIA SO
J. Shipley
20th century politics and culture were intimately linked to the rapid development of radio, television, and film. These electronic media have creatively engaged with local cultural practices around the world in reshaping the nature of artistic expression, national, gendered, and racial difference, and political power. This course uses anthropological notions of language to examine cultures of electronic media around the globe. We will create a theoretical frame that will allow us to look at radio, video/film, television, the internet, and mobile phone technologies as forms of social mediation. Mass media will be considered in relation to the formation of new types of embodiment, value, production, and consumption. In particular, we will trace how actor-centered performance approaches to language, reference, and authority give insight into the making of contemporary, electronically-mediated ways of understanding the world. This class draws together the fields of philosophy of language, linguistic anthropology, media studies, and various approaches to performance studies. Prerequisite: Anthro 103 or consent of the professor Offered occasionally.

241 ANTHROPOLOGY OF THE MEDITERRANEAN SO (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)
L. Hart
This course focuses on pluralism and cultural interaction in circum-Mediterranean societies. It includes such topics as: orientalism and the problematics and politics of ethnographic production in and on peripheral societies; the use and abuse of concepts of cultural continuity; ethnic-religious interaction in rural and urban settings; imperial legacies and nation-state ideologies in 21st century cultural politics; local and transnational economic systems; migration patterns, conflicts, and contemporary social transformations. Typically offered in alternate years.

244 ANTHROPOLOGY OF CHINA SO (CROSS-LISTED IN EAST ASIAN STUDIES AND GENDER AND SEXUALITY STUDIES)
R. Watson
Recent work on the anthropology of China will be the focus of this course. Readings and discussion will emphasize issues of socio-cultural, economic, and political change from the early decades of the twentieth century to the present. Special attention will be given to family and gender, religious practice and belief, revolution and reform, migration, consumption and materialism, and individualism and civil society. Students will be asked to reflect on the relationship between political-economic change and changes in social formations. Prerequisite: One course in ANTH or EAST. Typically offered in alternate years.

245 CULTURE, POWER, AND IDENTITY IN AFRICA SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
Z. Ngwane
This course is a historical overview of some classic and contemporary ethnographic studies of Africa. The course focuses on the contribution of social anthropology to our understanding of the history, socio-cultural identities and practices of the people of Africa.

247 ANTHROPOLOGY AND LITERATURE: ETHNOGRAPHY OF BLACK SOUTH AFRICAN WRITING 1888-2008 SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
Z. Ngwane
Through analysis of the development of writing in colonial and apartheid South Africa this course examines the "crisis of representation" of the past two decades in literature and anthropology. We will consider debates about the textual status of ethnographic monographs and the more general problems of writing and social power. Specifically, we will look at how such writing contributed to the
construction and transformation of black subjectivity. Course material will include 19th and 20th century texts by black South Africans including life narratives, particularly collaborated autobiographies by women in the 1980’s. Prerequisite: one course in literature or anthropology. Typically offered in alternate years.

249 COLONIALISM, LAW, HUMAN RIGHTS IN AFRICA SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS AND AFRICAN AND AFRIKANA STUDIES)
J. Shipley
This course examines the colonial legacies of contemporary discourses of human rights and development as they are relevant in contemporary global politics. By taking an historical approach to the idea of rights we will make connections between sovereignty, the rule of law, and the rights of citizenship. We will use a critical eye to explore the conditions of possibility that allow states, development organizations, donor agencies, and individuals to unwittingly reproduce centuries old tropes of poverty, degradation, and helplessness of non-Western peoples. Using historical descriptions of the encounters between Europeans and Africans in West Africa and South Africa we will unpack assumptions about African societies. We will also explore liberalism and it connections to British colonialism its contemporary incarnations. Prerequisite: One course relating to Africa, African politics, African literature.

252 STATE AND DEVELOPMENT IN SOUTH ASIA SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
Staff
What is the relationship between states and processes of development? How do people relate to governments and state apparatuses on a daily basis? In this class, we will focus on everyday work of government in South Asia - the way in which its routines make particular kinds of states and citizens. A focus on South Asia is particularly interesting in the context of the immense variation in modes of governance that this region has witnessed in the last sixty years. The region between military dictatorships, political emergencies, socialist welfare states, and pro-capitalist democracies. We will explore how these very different modes of governance shape relationships between the citizens and the states. We will connect ethnographic accounts from India, Pakistan, Bangladesh, and Nepal with greater theoretical debates regarding citizenship, human rights, and progress. Prerequisite: Anthro 103

254 DISEASED BODIES: AIDS, CULTURE AND THE ANTHROPOLOGY OF THE BODY SO
Z. Ngwane/Staff
A study of discourses of cultural and medical management and stigmatization of the diseased human body. We will look at how cultural perceptions of disease generate binaries of taboo/restoration, sin/redemption, dying/living, decay/heal. We will look at how responses to HIV/AIDS embody this ambivalence of the diseased body in ideologies of social subjectivity. The course will be informed by an approach to this problem which views the human body as society’s investment in its cultural and material reproduction while also serving as an ideological frontier separating socialized subjectivity from potentially antisocial liberal forces of the biological self. Within this framework we will pursue the question: in what specific ways does disease, HIV in particular, represent a breach of the boundary between the body as social order and the carnal forces of its disruption? With HIV as an organizing problematic the course will be structured around themes including religious notions of the body, sin and redemption; Western philosophical opposition of the body to the faculty of reason; interventionist technologies of modern medicine and the secularization of illness; African notions of the social body and disharmonies of disease. We will conclude the course reflections on how my work on HIV prevention in South Africa has addressed these cultural issues in local communities. Prerequisite: At least one 100 level course in Social Sciences and consent of the professor. Offered occasionally.

256 POLITICAL ANTHROPOLOGY SO
Staff
This course considers politics as what groups of people do to affect their social conditions, and examines how their ability to affect those conditions is organized and controlled. Through the reading of ethnography and anthropological theory, we will raise questions about how “leaderless” societies organize social action, about the interrelations of gender, bodies, and politics, and about the ways in which power is exercised and contested in different societies. We will discuss how modern states arose and what impact they have had on the peoples they incorporate and on options for political action in contemporary complex global political systems. Prerequisite: Anthro 103 Offered occasionally.

257 TOPOGRAPHIES OF VIOLENCE SO
L. Hart
Anthropological approaches to the study of violence, emphasizing ethnographic case studies of violence and the aftermath of violence, informed by classic and recent anthropological theory on kinship, class, ethnicity, “race,” nationalism, colonialism and the post-colonial state. Prerequisite: One course in Anthropology or permission of the instructor. Course not open to first-year students. Offered occasionally.

258 ETHNOGRAPHIES OF ISLAM SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
Staff
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. Prerequisite: One course in ANTH or...
consent of the instructor. Typically offered in alternate years.

261 MEMORY, HISTORY, ANTHROPOLOGY SO
Z. Salih
Prerequisite: One 100-level course in Anth, Pol, Soc, or Hist. Offered occasionally.

263 ANTHROPOLOGY OF SPACE: HOUSING AND SOCIETY SO
L. Hart
Space, place and architecture in anthropological theory; the contributions of anthropology to our understanding of the built and imagined environment in diverse cultures. Topics include: the body and its orientation in space; the house, kinship and cosmology; architecture as a communicative/semiotic system; space and sociopolitical segregation and integration; space and commodity culture. May be taken for Bryn Mawr Cities credit. Prerequisite: One course in ANTH or CITY. Offered occasionally.

270 PSYCHOANALYSIS AND ANTHROPOLOGY SO
L. Hart
This course will trace areas of convergence of anthropology and psychoanalysis from the beginnings of the discipline of anthropology to the present through selected topics, including: kinship, society and the self; sexual difference; the interpretation of dreams; anthropological hermeneutics, ethnographic fieldwork and clinical practice (listening, transference, countertransference), magic and fetishism, individual and collective violence. Prerequisite: Anthropology 102 or 103. Offered occasionally.

281 NATURE/CULTURE: AN INTRODUCTION TO ENVIRONMENTAL ANTHROPOLOGY SO
Staff
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, ethnocology, political ecology, environmental justice, and sustainability studies. Topics covered will include human adaptation, traditional environmental knowledge, food justice, race/ class and access to safe environments, etc. Prerequisite: Anth 103 OR Envs 101, Case Studies.

303 HISTORY AND THEORY OF ANTHROPOLOGY SO
Staff
The development of anthropological thought. Theories of society and the human subject, social organization and social structure, and the culture concept. Structuralism, Marxist anthropology, the crisis of representation in the 1980s and 1990s, postmodernism, the relationship between ethnography and history, and practice theory. Prerequisite: One course in ANTH, excluding BMC ANTH 303.

310 MODES OF THOUGHT SO
L. Hart
Anthropology as a discipline concerned with the translation of cultures. Propositions concerning "modes of thought" or "belief" in traditional and modern societies, debates about rationality and models of social and cultural evolution. Prerequisite: One other course in Anthropology, Sociology or Philosophy. Offered occasionally.

315 HUMAN RIGHTS, GENDER AND KNOWLEDGE: THE TRUTH AND RECONCILIATION COMMISSION IN SOUTH AFRICA SO
Z. Ngwane
Reflection on the South African Truth and Reconciliation Commission from the perspective of rural women’s testimonies. Reports and scholarly reflections on the TRC often reflect the perspectives of elite groups. Based on first hand research funded by the CPGC, the course will have students read testimonies based on collected submissions by women from poor rural communities who lost members of their families during the struggle against Apartheid. We will try to understand the role of gender in testimonies to the TRC and how knowledge was distributed unequally between men and women. We will situate women’s testimonies within the larger context of human rights discourses. We will read critical theories of human rights and Truth Commissions. We will also discuss taped interviews I carried out in 2008/9 with the same women, family members and other members of the community. These testimonies and recorded interviews will form primary readings for the course. Prerequisite: Anthro 103 , and at least one 200 level class in Anthropology Offered occasionally.

322 ETHNOGRAPHIC METHODS SO
Staff
The course will provide training in qualitative research methods, with a focus on participant-observation. It will engage with theoretical debates, ethical questions, and practical issues concerning the craft of ethnographic field work. Students will conduct several small-scale field exercises and design and implement a larger ethnographic project. Prerequisite: ANTH 102 or 103. Preference to ANTH majors/minors and PEAC concentrators. Typically offered in alternate years.
327 RITUAL AND PERFORMANCE SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
J. Shipley
This course examines theories of performance and practice as a way for understanding how specific events and actions relate to social structure, history, and memory. We will explore how bodies become produced and contested in the performance of political and personal productive and sensuous activity. The course’s central thematic explores the tension between theories of performance and theories of practice which highlight key philosophical issues within anthropology and social thought more generally: power and its enactment, the relationship between personal experience and macro-sociological processes, the nature of consciousness, structure versus agency, and stasis versus change. Prerequisite: Anthro 303 Offered occasionally.

350 SOCIAL AND CULTURAL THEORY: THE POLITICS OF BIODIVERSITY CONSERVATION SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
Staff
An anthropological insight into the practice of biodiversity conservation will expose students to the intense political and theoretical debates that surround environmental policies that aim to preserve rare flora and fauna. Biodiversity conservation involves modifying human behavior so that people are either encouraged to actively engage in preserving certain species, or to refrain from using specific landscapes that serve as important ecological habitats. Since factors like race/class/gender/ethnicity significantly influence human life, it is of little surprise that such factors also impact how processes of biodiversity conservation are experienced by different groups of people in very different ways. Through ethnographic accounts from South Asia, Eastern Africa, and United States, the course will explore debates regarding fortress model of conservation vs. participatory models of conservation as two contesting models for effective preservation of biodiversity. Prerequisite: History and Theory of Anthropology Offered occasionally.

351 WRITING AND SOCIAL CONSTRUCTION OF SUBJECTIVITY SO (CROSS-LISTED IN COMPARATIVE LITERATURE)
Z. Ngwane
This course is an interdisciplinary exploration of writing as a social institution, personal ritual, cultural artifact and a technology. Beginning with some debates in the social sciences concerning the place of literacy in individual cognitive development and social progress, we will proceed to explore some core assumptions about speech and writing in western thought from Plato to recent French feminist theory. The goal of this course is to offer students a genealogical account of anthropological ways of thinking about the human being as a creative agent and a social subject. Prerequisite: Anthropology 103 and Anthropology 303

355 ANTHROPOLOGY AND THE NEW FACES OF MODERNITY SO
Z. Ngwane
An examination of recent trends in reflection on modernity in the human and social sciences. This course addresses questions about social subjectivity, globalization and the endurance of modernity through a number of ethnographic snapshots from different parts of the world. Prerequisite: Anthro 103 and one 200-level course in Anth Offered occasionally.

358 ANTHROPOLOGY OF CAPITALISMS SO
M. Gillette
This course explores capitalism from an anthropological perspective. We combine study of theoretical work on capitalist processes and the nature of capitalism with ethnographic studies of how capitalism operates in particular places at particular times. Our work includes examining and producing materials in multiple media, including written texts, film, and oral presentations. Students will conduct ethnographic studies of capitalisms over the course of the semester, and will work together in crews to make films about capitalisms. Each crew will produce at least two short films. Prerequisite: Anthropology 207 or 303 Offered occasionally.

361 ADVANCED TOPICS IN ETHNOGRAPHIC AREA STUDIES SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
Staff
Advanced work in the study of an ethnographic area offered in the department. In addition to ethnographic monographs, course materials will include missionary records, memoirs, and realist fiction where appropriate. The course is intended to develop skills of social and cultural analysis and to deepen the student’s understanding of an ethnographic area. Prerequisite: One course in an appropriate ethnographic area or consent. Offered occasionally.

365 ADVANCED READINGS IN VISUAL ANTHROPOLOGY SO
Staff
This is an advanced course in visual anthropology which explores the history and development of anthropology’s relationship to visual practices both as a mode for representing culture and as a site of cultural practice. One of the central themes of the course is the relationship between representation, power, and knowledge as manifest in cross-cultural representation. Prerequisite: Anth 207 Offered occasionally.
415 RESEARCH SEMINAR IN THE MATERIAL CULTURE OF CHINA: PRODUCERS AND COLLECTORS OF CHINESE CERAMICS SO (CROSS-LISTED IN EAST ASIAN STUDIES)
M. Gillette
This course focuses on the production and collecting practices of Chinese porcelain. It provides a basic introduction to research on material culture, Chinese high-fired ceramics, and the practices of collectors and porcelain producers. Students who complete this class will gain a good basic understanding of the technical and social aspects of Chinese ceramic production, forms and decoration of Chinese ceramics, the porcelain center of Jingdezhen, and the political and cultural aspects of Chinese porcelain consumption. In addition to engaging with course materials, each student will design and complete a major independent research project related to ceramics or an aspect of Chinese material culture. Prerequisite: One course in Anth, East, or permission. Offered occasionally.

450 SENIOR SEMINAR: RESEARCH AND WRITING SO
J. Shipley
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. Prerequisite: Senior standing in ANTH at Haverford Typically offered every Fall.

451 SENIOR SEMINAR: SUPERVISED RESEARCH AND WRITING SO
J. Shipley
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. Prerequisite: Senior standing in ANTH at Haverford. Typically offered every Spring.

460 TEACHING ASSISTANT SO
Z. Ngwane
Discussion leader and course assistant in Anthropology 103, Anthropology 110, or other selected anthropology courses; includes responsibility for selected tutorials. Final Paper. Offered occasionally.

480 INDEPENDENT STUDY SO
Staff
Independent studies on topics that a student and faculty member agree upon are available at the discretion of the faculty member. Offered occasionally.
Arabic language instruction is offered through Tri-College cooperation. Courses are available at Bryn Mawr, Haverford and Swarthmore. The teaching of Arabic is a component of efforts by the three colleges to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History and Political Science.

**ARABIC FACULTY**

**Bryn Mawr College**

*Visiting Assistant Professor* Sooyong Kim  
*Lecturer* Camelia Suleiman

**Swarthmore College**

*Assistant Professor* Aman Attieh  
*Lecturer* Brahim El Guabli  
*Assistant Professor* Walid Hamarneh  
*Lecturer* Farnaz Perry  
*Lecturer* Marina Rojavin

**ARABIC COURSES**

**ARAB S001, H001, H002 INTENSIVE FIRST YEAR MODERN STANDARD ARABIC**

A.Attieh, F.Perry, B.El Guabli  
This is a year-long course. This intensive introduction to Arabic aims to develop the four language skills of speaking, writing, listening, and reading. The spoken component covers formal and casual forms of speech. Cultural aspects are also built into the course. This course sequence helps students to rapidly advance in Arabic and prepares them for more advanced work on literary Arabic, as well as to work, travel or study abroad. By the end of the sequence, most students will reach the intermediate-low level, according to the ACTFL proficiency rating. Offered at Bryn Mawr and Haverford in alternate years. Drills taught on both campuses.

**ARAB S003, B003, B004 SECOND YEAR MODERN STANDARD ARABIC**

A.Attieh, C.Suleiman, B.El Guabli  
This is a year-long course. This course is designed to build on comprehension, listening, reading, and writing skills developed in the previous course sequence. Students gain increased vocabulary and understanding of more complex grammatical structures, and will be able to approach prose, fiction, and non-fiction written in Arabic. Students will also increase their proficiency in Arabic script and sound system; learn key grammatical concepts; and practice conversation and dictation. Instruction combines intensive oral practice with writing and reading in the modern language. Offered at Bryn Mawr and Haverford in alternate years. Drills taught on both campuses.

**ARAB S011, S012 THIRD-YEAR MODERN STANDARD ARABIC**

B.El Guabli  
This is a year-long course. It is designed to (1) conduct a quick review of the basic structures, grammar and the first 1,000 most frequent words of modern standard Arabic (MSA) learned in earlier courses; (2) introduce the next 1,500 high-frequency words in a variety of contexts with strong cultural content; (3) drill students in the more advanced grammatical structures of MSA; and (4) train students in developing reading skills that will assist them in comprehending a variety of MSA authentic reading passages of various genres and performing reading tasks ranging from intermediate high to advanced levels on the ACTFL scale. Offered at Swarthmore.

**ARAB S013 FOREIGN LANGUAGE TEACHING & PEDAGOGY (CROSS-LISTED AS EDUC 072)**

M.Rojavin  
This course has two elements that are developed together throughout the course of the semester. Students can serve the Swarthmore community by teaching a foreign language in local elementary school students in an after-school program that meets two times/week. Students must teach for the entire 6-week session, two days per week (M/W or T/Th). During the evening pedagogy sessions held on campus, we will discuss writing weekly lesson plans, foreign language acquisition in children, teaching methodologies and approaches. We use a common goal-oriented curriculum among all the languages. Students must register for the language or educational studies course that they will be teaching and for a service time (A) M/W or (B) T/Th. Offered at Swarthmore.

**ARAB B403 INDEPENDENT STUDY**

*Staff*
ARTS PROGRAM AT BRYN MAWR COLLEGE

Students may complete a minor in Creative Writing, Dance or Theater and qualified students may propose an Independent 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. English majors may complete a concentration in Creative Writing.

ARTS PROGRAM FACULTY
Robin Black, Distinguished Visiting Writer and Artist in Residence
David Brick, Instructor in Dance
Madeline Cantor, Term Professor in Dance
Linda Caruso Haviland, Alice Carter Dickerman Chair of the Arts and Director of Dance
Lauren Feldman, Lecturer in Creative Writing
Thomas Ferrick, Lecturer in Creative Writing
Daisy Fried, Instructor in Creative Writing
Karl Kirchwey, Professor of Creative Writing
Mark Lord, Professor of Theater on the and Director and the Theresa Helburn Chair of Drama
Elizabeth A. Mosier, Lecturer in Creative Writing
Catherine Slusar, Instructor in Theater
Susan Thomas, Instructor in Creative Writing
J.C. Todd, Lecturer in Creative Writing
Dan Torday, Visiting Assistant Professor and Director of the Creative Writing Program
Laura Vriend, Instructor in Dance

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

ARTS IN EDUCATION
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 (Cross-listed in EDUC-B251)
This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week.

Prerequisite: at least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater. Counts towards the Praxis Program.

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

CREATIVE WRITING 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.

CREATIVE WRITING COURSES

ARTW B125 Writing Science (Cross-listed as CHEM-B125)

Staff

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

ARTW B159 Introduction to Creative Writing

J. Todd

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

ARTW B260 Writing Short Fiction I

D. 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.

ARTW B261 Writing Poetry I

D. Fried

This course will provide a survey of craft resources available to students wishing to write print-based poems in English: figure, line, measure, meter, rhyme and rhythm. In concert with close reading of model poems, students will gain experience in writing in a variety of verse forms, including haiku, sonnet, free verse and prose poem. The course is writing-intensive: students write or revise poems most weeks. The course objective is to provide students with the skills to explore poetic form, both received and invented, and to develop a voice with which to express themselves on the printed page.

ARTW B262 Playwriting I (Cross-listed as ARTT B262)

L. 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. Readings will include work by Sarah Ruhl, Deb Margolin, Nilo Cruz, Suzan-Lori Parks, David Greenspan, Lisa Kron and others. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

ARTW B263 Writing Memoir I

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. Initial class discussions attempt to distinguish memoir from related literary genres such as confession and autobiography. Writing assignments and in-class discussion of syllabus readings explore the range of memoirs available for use as models (excerpts by writers including James Baldwin, Lorene Cary, Annie Dillard, Arthur Koestler, Rick Moody, Lorrie Moore and Tim O’Brien) and elements such as voice and perspective, tone, plot, characterization and symbolic and figurative language.

ARTW B264 News and Feature Writing

T. 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

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participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the English House Gazette.

**ARTW B265 Creative Nonfiction**
*J. Todd*

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

**ARTW B266 Screenwriting**
*E. Mosier*

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

**ARTW B269 Writing for Children**
*E. Mosier*

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

**ARTW B360 Writing Short Fiction II**
*R. Black*

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. Prerequisite: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. A writing sample of 5-10 pages in length (prose fiction) must be submitted to the Creative Writing Program during the preregistration period to be considered for this course.

**ARTW B361 Writing Poetry II**
*J. Todd*

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

**ARTW B364 Longer Fictional Forms**

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

**ARTW B403 Supervised Work**

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

**ARTW B425 Praxis III**

Counts toward the Praxis Program.

**DANCE**

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of ballet and modern and jazz as well as a full range of technique courses in diverse genres and various traditions. Several performance opportunities are available to students ranging from our Dance Outreach Project, which travels to schools throughout the Philadelphia region, to our Spring Concert in which students work with professional choreographers or reconstructors and...
perform in our newly renovated theater. We also offer lecture/seminar courses designed to introduce students to dance as a vital area of academic inquiry. 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 submit an application to major through the independent major program. The core academic curriculum that serves as the basis for our minor or our independent major includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work and courses in dance research or analysis.

**DANCE MAJOR AND MINOR REQUIREMENTS**

Requirements for the dance minor are six units of coursework: three required (ARTD 140, 142 and one credit which may be distributed among the following: 138, 139, 230, 231, 232, 330, 331 or 345); three approved electives; and requisite attendance at a prescribed number of performances/events. The major requires eleven courses, drawn primarily from our core academic curriculum and including; ARTD 140 and one additional dance lecture/seminar course; ARTD 142; one 0.5 technique course each semester after declaring the major distributed among ARTD 230, 231, 232, 330 and 331). The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance and a senior capstone experience. With the advisor’s approval, one elective in the minor and two electives in the major may be selected from allied Tri-Colleges. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

**DANCE PERFORMANCE AND TECHNIQUE**

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, hip-hop, Latin social dance and tap dance, among others. Performance ensembles, choreographed or re-staged by professional artists, are by audition only and are given full concert support. Dance Outreach ensemble tours regional schools. Technique courses in ballet, modern, jazz, African and hip-hop are offered for a full semester; other courses may be offered for a half-semester. All technique courses and ensemble courses may be taken for Physical Education credit (see listing below). Technique courses ARTD 138, 139, 230, 231, 232, 330 and 331, as well as ARTD B345 (Dance Ensembles), may be taken instead for academic credit.

**Dance Performance and Technique**

*Technique/Ensemble Courses for PE Credit*

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<tr>
<th>Course Code</th>
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<tr>
<td>PE B101 F/S</td>
<td>Ballet I</td>
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<td>PE B102 F/S</td>
<td>Ballet II</td>
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<td>PE B103 F/S</td>
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<td>PE B104 F/S</td>
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<td>PE B105 F/S</td>
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<td>PE B106 F/S</td>
<td>Modern II</td>
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<td>PE B107 F/S</td>
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<td>PE B108 F/S</td>
<td>Jazz I</td>
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<tr>
<td>PE B110 F/S</td>
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<td>PE B111 F/S</td>
<td>Hip-hop Technique</td>
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<td>PE B112 F/S</td>
<td>African Dance</td>
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<tr>
<td>PE B113T</td>
<td>Modern Ensemble</td>
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<tr>
<td>PE B114T</td>
<td>Ballet Ensemble</td>
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<td>PE B115T</td>
<td>Jazz Ensemble</td>
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<tr>
<td>PE B116F/S</td>
<td>Salsa</td>
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<td>PE B117 F/S</td>
<td>Classical Indian Dance</td>
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<td>PE B118 F/S</td>
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<td>PE B119T</td>
<td>African Ensemble</td>
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<tr>
<td>PE B120 F/S</td>
<td>Intro. to Flamenco</td>
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<td>PE B121 F/S</td>
<td>Tap I</td>
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<tr>
<td>PE B122 F/S</td>
<td>Intro to Social Dance</td>
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<td>PE B123 F/S</td>
<td>Tap II</td>
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<td>PE B125 F/S</td>
<td>Swing Dance</td>
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<td>PE B131T</td>
<td>Hip-hop Ensemble</td>
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<tr>
<td>PE B145T</td>
<td>Dance Outreach Ensemble</td>
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<tr>
<td>PE B195</td>
<td>Movement for Theater</td>
</tr>
<tr>
<td>PE B196</td>
<td>Dance Composition Lab</td>
</tr>
</tbody>
</table>
Courses for Academic Credit

ARTD B138 001 Intro to Dance Techniques I - Modern
ARTD B138 002 Intro to Dance Techniques I - Ballet
ARTD B139 001 Intro to Dance Techniques II - Modern
ARTD B139 002 Intro to Dance Techniques II - Ballet
ARTD B140 Approaches to Dance: Themes and Perspectives
ARTD B142 Dance Composition I
ARTD B145 Dance: Close Reading
ARTD/ANTH B223 Anthropology of Dance
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
ARTD B241 Dance History II: A History of Contemporary Western Theater Dance
ARTD B242 Dance Composition II
ARTD B250 Performing the Political Body
ARTD B265 Dance, Migration and Exile
ARTD/ANTH B310 Performing in the City: Theorizing Bodies in Space
ARTD B330 Advanced Technique: Modern
ARTD B331 Advanced Technique: Ballet
ARTD B342 Advanced Choreography
ARTD B345 Dance Ensembles (001-005)
ARTD B390 Senior Project/Thesis

Supervised Work

ARTD B138 Introduction to Dance Techniques I
L. Caruso Haviland/M. Cantor

Students enrolling must take one full semester of elementary modern (section 001) or ballet (section 002) and, concurrently, another full semester of technique selected from approved Dance Program courses. This may be either a course running across the full semester, for example Jazz I, or two half semester courses, for example, Classical Indian and Hip-hop. The list of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html. Before enrolling, students must get approval of dance class selection from the Dance Program. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments. Course offered on a Pass/Fail basis only.

ARTD B139 Introduction to Dance Techniques II
L. Caruso Haviland/M. Cantor

Students enrolling must take one full semester of elementary modern (section 001) or ballet (section 002) and, concurrently, another full semester of technique selected from approved Dance Program courses. This may be either a course running across the full semester, for example Jazz I, or two half semester courses, for example, Classical Indian and Hip-hop. The list of these courses can be found on the Dance Program website www.brynmawr.edu/dance/courses/schedule.html. Before enrolling, students must get approval of dance class selection from the Dance Program. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Course offered on a Pass/Fail basis only. Prerequisite: ARTD B138.

ARTD B140 Approaches to Dance: Themes and Perspectives

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

**ARTD B142 Dance Composition I (Cross-listed in ARTT B142)**

*D. Brick*

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

**ARTD B145 Focus: Dance: Close Reading**

*M. Cantor*

This a is focus course. Students will engage in a closer 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, lectures and discussion, and media. Each week, students will consider focused questions and work through practical and analytical tasks related to critical seeing. They will apply their findings in organized field trips, where they will view a live performance, selected from a range of genres, and work through their responses in discussion as well as in different models of writing. This is a Praxis I course. Counts toward the Praxis Program.

**ARTD B223 Anthropology of Dance (Cross-listed in ANTH-B223)**

*Staff*

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts. 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 guest speakers are included. *Prerequisite:* a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor.

**ARTD B230 Intermediate Technique: Modern**

*M. Cantor/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.

**ARTD B231 Intermediate Technique: Ballet**

*L. Mintzer/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.

**ARTD B232 Intermediate Technique: Jazz**

*Y. 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 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 skills and stylistic progress as articulated within the field.

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

This course investigates the history of dance with particular emphasis on its development in the 20th and 21st centuries as a Western Theatre 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.

**ARTD B242 Dance Composition II**
This course builds on work accomplished in Composition I and develops an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on multiple projects and will have some opportunity to revise and expand work. Readings and viewings will be assigned and related production problems will be considered. Concurrent attendance in any level technique course is required. **Prerequisite:** ARTD B142.

**ARTD B250 Performing the Political Body**
Artists, activists, intellectuals and ordinary people have used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the private and public spheres. We will focus on how dance is a useful medium for both embodying and analyzing ideologies and practices of power particularly with reference to gender, class and ethnicity. In addition to literary, anthropological and political texts, the course includes introductory group improvisation and performance exercises and an in-class mini-performance project; willingness to research topics and to explore movement or other performance approaches is more important than prior training or experience.

**ARTD B265 Dance, Migration and Exile (Cross-listed as ANTH B265)**

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-creation of heritage and the production of new traditions in refugee camps and in diaspora. **Prerequisite:** a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace, Conflict and Social Justice Studies, or permission of the instructor.

**ARTD B310 Performing the City: Theorizing Bodies in Space (Cross-listed in ARTT-B310)**

L. Vriend

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 field trips are included. **Prerequisite:** One Dance lecture/seminar course or one course in relevant discipline, e.g. cities, anthropology or sociology, or permission of the instructor.

**ARTD B330 Advanced Technique: Modern R. 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. There is also a continuing emphasis on cultivating the relationship between an intellectual and kinesthetic understanding and command of technical challenges and their actual performance.

**ARTD B331 Advanced Technique: Ballet 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. There is also a continuing emphasis on cultivating the relationship between an intellectual and kinesthetic understanding and command of technical challenges and their actual performance.

**ARTD B342 Advanced Choreography L. Caruso Haviland, M. 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. **Prerequisite:** ARTD 242.

**ARTD B345 Dance Ensemble M. Cantor, M. Rainey**

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

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 also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall semester and should be completed by the middle of the Spring semester. One outside evaluator may be invited to offer additional comment.

ARTD B403 Supervised Work  
L. Caruso Hatiland, M. Cantor

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project.

THEATER

The curricular portion of the Bryn Mawr and Haverford 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.

THEATER MINOR REQUIREMENTS

Requirements for the minor in Theater are six units of coursework, 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.

THEATER COURSES

ARTT B142 Dance Composition I (Cross-listed as ARTD B142)  
Staff

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

ARTT B150 Introduction to Theater  
Staff

An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production.

ARTT B230 Topics in American Drama (Cross-listed as ENGL B230)  
Staff

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

ARTT B241 Modern Drama (Cross-listed as ENGL B241)  
Staff

A survey of modern drama from the 19th century to the present, beginning with Georg Buchner and ending with living writers. We will explore the formation of modern sensibilities in playwriting through careful study of the evolution of dramatic form and the changing relationship between written text and performance.

ARTT B250 20th-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 workshop and scene study.

ARTT B251 Fundamentals of Acting
C. Slusar
An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature.

ARTT B252 Fundamentals of Technical Theater
Staff
A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production.

ARTT B253 Performance Ensemble
C. 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. The class is offered for a half-unit of credit.

ARTT B254 Fundamentals of Theater Design
Staff
An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume, and lighting while emphasizing their aesthetic integration.

ARTT B255 Fundamentals of Costume Design
M. Matsushima
Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design.

ARTT B262 Playwriting I (Cross-listed as ARTW B262)
L. 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. Readings will include work by Edward Albee, Maria Irene Fornes, John Guare, Tony Kushner, Suzan-Lori Parks, Paula Vogel and others. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

ARTT B310 Performing the City: Theorizing Bodies in Space (Cross-listed as ARTD B310)
L. Vriend
Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 fieldtrips are included. Prerequisites: One Dance lecture/seminar course or one course in relevant discipline e.g. cities, anthropology or sociology, or permission of the instructor.

ARTT B351 Acting II
Staff
Builds on the methods learned in ARTT 251, with an emphasis on strategies of preparing short solo performances. In addition to intensive exercises in naturalistic and anti-naturalistic performance techniques, the course provides opportunities for exploration of principles of design, directing, dramaturgy and playwriting as they pertain to specific projects conceived by members of the class. Prerequisite: Permission of instructor.

ARTT B353 Advanced Performance Ensemble
C. Slusar
An advanced, intensive Performance Ensemble course. 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.

ARTT B354 Shakespeare on the Stage
Staff
An exploration of Shakespeare’s texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.
ARTT B359 Directing for the Stage
Staff
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.

ARTT B403 Supervised Work
Staff
ASTRONOMY

The astronomy department’s curriculum is centered on studying the phenomena of the extraterrestrial Universe and on understanding them in terms of the fundamental principles of physics. We emphasize student research with faculty members, and upper level courses contain substantial project- and/or research-based investigation. Our department offers two majors: astronomy and astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom. The astronomy major is appropriate for students 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 enter graduate study in astronomy or astrophysics. The department also offers a minor in astronomy.

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

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

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

ASTRONOMY FACULTY
Bettye and Howard Marshall Professor of Natural Sciences R. Bruce Partridge, Emeritus
John Farnum Professor of Astronomy Stephen P. Boughn
Assistant Professor of Astronomy Beth Willman
Assistant Professor of Astronomy Desika Narayanan

ASTRONOMY MAJOR REQUIREMENTS
Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214.
Two mathematics courses; Mathematics 121 and all 200 level or higher mathematics courses can be used to satisfy this requirement.
Astronomy 205, Astronomy 206, four 300 level astronomy courses, one of which may be replaced by an upper-level physics course. 100 level Swarthmore astronomy seminars may be substituted for 300 level astronomy courses.
Astronomy 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. Astronomy/Physics 152 is recommended but not required.

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

Bryn Mawr equivalents may be substituted for the non-astronomy courses. Astronomy/Physics 152 and Physics 308 are recommended but not required.
ASTRONOMY MINOR REQUIREMENTS
Physics 105 (or 101); Physics 106 (or 102). Astronomy 205; Astronomy 206; one 300 level astronomy course. A 100-level Swarthmore astronomy seminar may be substituted for the 300-level astronomy course.

Astronomy/Physics 152 is recommended but not required.

ASTRONOMY 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.

ASTRONOMY COURSES

101 ASTRONOMICAL IDEAS NA/QU
B. Willman
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.

112 SURVEY OF THE COSMOS NA/QU
Staff
Properties and evolution of the Universe and of large systems within it. The qualitative aspects of general relativity including black holes and of mathematical models for the geometry of the Universe are studied, along with the history of the Universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the Universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. No prerequisites but Astronomy 101 is useful. Typically offered in alternate years.

114 PLANETARY ASTRONOMY NA
J. Bochanski
A survey of the overall structure of the Solar System, the laws governing the motions of the planets and the evolution of the Solar System. Next, we study general processes affecting the surface properties of planets. This takes us to a detailed treatment of the properties of several planets. We end by studying the (surprising) properties of planets found in other stellar systems. Typically offered in alternate years.

152 FRESHMAN SEMINAR IN ASTROPHYSICS NA (CROSS-LISTED IN PHYSICS)
D. Narayanan
This half-credit course is intended for prospective physics majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein’s relativity theories. Prerequisite: Physics 101a or 105a and concurrent enrollment in Physics 102b or 106b (or Bryn Mawr equivalents). Typically offered every Spring.

205 INTRODUCTION TO ASTROPHYSICS I NA
B. Willman
General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes. Prerequisite: Physics 105 and 106 & Math 114 or equivalent. Typically offered every Fall.

206 INTRODUCTION TO ASTROPHYSICS II NA
S. Boughn
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: Astronomy 205a and Math 114b or equivalent or consent. Typically offered every Spring.

341 ADVANCED TOPICS: OBSERVATIONAL ASTRONOMY NA
S. Boughn/B. Willman
A project-based course focusing on observational techniques as used in modern astronomy, which may include CCD imaging or spectroscopy at optical, near infrared, or radio wavelengths. Students will acquire and analyze data obtained with on-campus telescopes and with off-campus, research-grade facilities. Typically offered in alternate years. Prerequisite: Astronomy 205 and 206. Typically offered in alternate years.

342 ADVANCED TOPICS: MODERN GALACTIC ASTRONOMY NA
B. Willman
The study of the structure, formation, and evolution of the Milky Way Galaxy using a number of observational tools including stellar populations and the interstellar medium. Students will conduct individual research projects. Prerequisite: Astronomy 205 and 206. Typically offered in alternate years.

343 ADVANCED TOPICS: STELLAR STRUCTURE AND EVOLUTION NA
S. Boughn
The theory of the structure of stellar interiors and atmospheres and the theory of star formation and
stellar evolution, including compact stellar remnants. 
Prerequisite: Astronomy 205 and Physics 214.
Typically offered in alternate years.

**344 COMPUTATIONAL ASTROPHYSICS NA**

D. Narayanan
This course will survey general methods utilized in computational physics and astrophysics. The course will focus on coding techniques, numerical recipes, and both abstract and practical concepts in utilizing computers to solve physical problems. No prior coding experience is necessary. Prerequisite: Phys 214. Typically offered in alternate years. Typically offered in alternate years.

**404 RESEARCH IN ASTROPHYSICS NA**

S. Baughn, B. Willman
Prerequisite: Consent of instructor.

**480 INDEPENDENT STUDY NA**

B. Willman
Prerequisite: Astronomy 206.
ATHLETICS

Haverford College's Athletic Department is committed to the belief that physical education is an integral component of each student's liberal arts education and offers a wide range of athletic opportunities for both men and women – Intercollegiate Varsity Teams, Competitive Club Teams, Intramural Programs, Instructional Classes, and Recreational Activities – designed to meet the diverse and changing interests of its student body within the college's mission of excellence and individual growth. All Haverford students must complete a six-quarter athletic requirement during their first two years of college.

ATHLETICS STAFF

Wendall Smith (Director of Athletics)
Colin Bathory (Men’s Lacrosse)
David Becaria (Baseball / Assistant Athletic Director)
Michele Benoit (Volleyball)
Shane Rineer (Men’s Soccer)
Jackie Cox (Field Hockey)
Melissa Cruce (Assistant Athletic Trainer / Compliance Coordinator)
Thomas Donnelly (Men’s Cross-Country, Track & Field)
Jamie Gluck (Women’s Soccer)
Jim Kenyon (Facilities Manager)
Kamran Rashid Khan (Cricket)
Missy Dougherty (Assistant Sports Information Director)
Ann Koger (Women’s Tennis)
Niki Clement (Men’s & Women’s Squash)
Curt Mauger (Head Athletic Trainer)
Bobbi Morgan (Women’s Basketball / SWA)
Michael Mucci (Men’s Basketball)
Gregg Petcoff (Sports Information Director)
Francis Rizzo (Women’s Cross-Country, Track & Field)
Sean Sloane (Men’s Tennis)
Christopher Spencer (Men’s & Women’s Fencing)
Cory Walts (Fitness Center Director / Strength and Conditioning Coach)
Jennifer Ward (Softball)
Lauren Wray (Women’s Lacrosse)

INTERCOLLEGIATE VARSITY PROGRAM

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

CLUB SPORT PROGRAM

The Haverford College Athletic Department will work collaboratively with Student Activities to provide facilities and guidance in order to facilitate the students’ training and competitive goals at the club level. Currently recognized Haverford Club Sports are: men’s and women’s badminton, men’s and women’s crew, men’s and women’s golf, men’s rugby, men’s and women’s soccer, and men’s and women’s ultimate frisbee.

INTRAMURAL, INSTRUCTIONAL, AND RECREATIONAL PROGRAMS

The Haverford College Athletic Department will provide facilities, guidance, instruction, and other resources to create, support, and maintain a broad based offering of programs to promote the health and fitness needs throughout Haverford’s student, faculty, and staff community. The Haverford College Athletic Department will encourage each student’s involvement in physical activities in order to promote and establish a foundation for a lifelong commitment to and involvement in fitness and health. Intramural leagues in soccer, basketball and softball are held yearly while other leagues are sponsored, when needed, to meet student interest. Instructional classes in any one year may include aerobics, athletic training/first aid/CPR, badminton, bowling, coaching, dance, fencing, golf, martial arts and self-defense, officiating, running techniques, sports skills, squash, tennis, weight training, and yoga. Courses at Bryn Mawr College may be counted for credit toward Haverford’s requirement and include archery, dance (jazz, ballet, social, modern, improvisational and ethnic), life saving/water safety, and swimming.
REGISTRATION/CREDIT
Students register for athletic participation during their first two years in the same periods designated for academic registration. Schedules for courses, intramural and intercollegiate activities will be available at those times. It is expected that students will schedule activities for athletic credit immediately after they have completed their academic registration. Credit toward the athletic requirement is granted on the basis of attendance and participation in activities; skill proficiency is not considered. If a student stops participating in one activity during a particular quarter, he or she should arrange to transfer immediately into another one to earn the credit for that quarter. Most intercollegiate sports cover two quarters as does the athletic training/first aid course. Intramural leagues may span one or two quarters depending on the season. Instructional courses are generally of one quarter's duration.
## BIOCHEMISTRY AND BIOPHYSICS

Much of today’s scientific effort is directed toward an understanding of biological processes from the physical and chemical points of view. Curricular initiatives at Haverford, begun as a result of a grant from the Howard Hughes Medical Institute, led to the development of biologically oriented courses of study in the chemistry and physics departments. 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 sciences. To be a member of the concentration, a student must major in one of the three sponsoring departments: biology, chemistry or physics. On the student’s transcript, the concentration may be recorded as one in biochemistry, biophysics or biochemistry/biophysics, depending on the individual program of study. However, students may not obtain both a chemistry minor and a biochemistry concentration, and they may not obtain both a physics minor and a biophysics concentration.

### BIOCHEMISTRY AND BIOPHYSICS FACULTY

Professor of Chemistry Karin Åkerfeldt, Concentration Advisor  
Professor of Biology Robert Fairman, Concentration Advisor  
Professor of Biology Jennifer Punt, Concentration Advisor  
Professor of Chemistry Robert C. Sarrow, Concentration Advisor  
Professor of Physics Walter F. Smith, Concentration Advisor  
Associate Professor of Physics Suzanne Amador Kane, Concentration Advisor  
Assistant Professor of Chemistry Casey H. Londergan, Concentration Advisor

### BIOCHEMISTRY AND BIOPHYSICS REQUIREMENTS

To earn an Area of Concentration, a student must complete an interdisciplinary course of study beyond the requirements of a single natural science department. 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.

Note all concentrators must also complete a major in biology, chemistry or physics. This requires course work in the student’s major department in addition to what is outlined below.

<table>
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<tr>
<th><strong>Biochemistry/Biophysics Core Curriculum (required of all):</strong></th>
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<tbody>
<tr>
<td>1. BIOL 200 (cell biology; full year course).</td>
</tr>
<tr>
<td>2. One semester of BIOL 300 (laboratory in biochemistry and molecular biology, cross-listed as CHEM 300).</td>
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<tr>
<td>3. CHEM 112 (chemical dynamics) or former courses 101 or 105.</td>
</tr>
<tr>
<td>4. One semester Mathematics course numbered 114 (calculus II) or higher.</td>
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<tr>
<td>5. PHYS 101-102 or 105-106 (introduction to physics).</td>
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</tbody>
</table>

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 Area of Concentration:**

Biology majors desiring a Biochemistry Area of Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as the following additional requirements. Students may use courses meeting concentration requirements may be used for the Biology major in lieu of one semester of Biology 300.

1. CHEM 111 (chemical structure and bonding) or 115, CHEM 220 and 221 (organic chemistry)  
2. CHEM 304 (statistical thermodynamics and kinetics) or 305 (quantum chemistry)  
3. CHEM 301 or 302 (laboratory in chemical structure and Reactivity)  
4. Two half-semester advanced courses from the following list: CHEM 351 (bioinorganic chemistry), 352 (topics in biophysical chemistry) and 357 (topics in bioorganic chemistry); topics courses may be taken multiple times with different topics  
5. Two half-semester courses from the following list: BIOL 301 (genetics), 302 (cell architecture), 303 (structure and function of macromolecules), 304 (biochemistry: metabolic basis of disease) and 306 (inter- and intra-cellular communication). One of the electives must be 301 or 303.

**Biology Major with a Biophysics Area of Concentration:**

Biology majors desiring a Biophysics Area of Concentration must complete the Biochemistry/Biophysics core curriculum (see above) as well as the following additional requirements. Students may use courses meeting concentration requirements for the biology major in lieu of one semester of BIOL 300.
Biochemistry and Biophysics

1. MATH 121 (calculus III) or 216 (advanced calculus)
2. PHYS 213 (waves and optics), 211 (laboratory in electronics and waves; half-credit course) and 326 (advanced physics laboratory)
3. PHYS 214 (quantum mechanics) or CHEM 305 (quantum chemistry)
4. PHYS 303 (statistical physics) or CHEM 304 (statistical thermodynamics and kinetics)
5. PHYS 320 (introduction to biophysics), or a similar course approved by the concentration coordinating committee
6. Two half-semester courses from the following list: BIOL 301 (genetics), 302 (cell architecture), 303 (structure and function of macromolecules), 304 (biochemistry: metabolic basis of disease) and 306 (inter- and intra-cellular communication). One of the electives must be 301 or 303.

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

1. Two half-semester courses from the following: CHEM 351 (bioinorganic chemistry), 352 (topics in biophysical chemistry) and 357 (topics in bioorganic chemistry); topics courses may be taken multiple times with different topics
2. Two half-semester courses from the following list: BIOL 301 (genetics), 302 (cell architecture), 303 (structure and function of macromolecules), 304 (biochemistry: metabolic basis of disease), and 306 (inter- and intra-cellular communication). One of the electives must be 301 or 303.

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 either PHYS 320 (introduction to biophysics) or two half-semester courses from the following list: BIOL 301 (genetics), 302 (cell architecture), 303 (structure and function of macromolecules), 304 (biochemistry: metabolic basis of disease), 306 (inter- and intra-cellular communication) and 309 (molecular neurobiology). 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.
Our understanding of the structure and function of living organisms at the cellular and molecular levels is evolving rapidly. The lines traditionally used to demarcate the areas of genetics, biochemistry, microbiology, cell biology and physiology have dissolved in the research laboratory as well as in clinical practice. This necessitates an approach to the teaching of biology that emphasizes the common molecular basis of these disciplines and the involvement of students in the process of discovery so that they have the conceptual tools to both follow and contribute to the rapid advance of knowledge and understanding.

Students interested in learning about biology but not intending to major in this field can enroll in our Perspectives in Biology courses. These are appropriate for students from all backgrounds and disciplines and are separate from the major track.

Students interested in majoring in Biology must complete a one credit natural science course (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore College in their first year; appropriate choices include chemistry, physics, geology or computer science. The first course in the Biology major curriculum is Cell Structure and Function, taken in the sophomore year. The junior year curriculum consists of two laboratory courses and a suite of half-semester lecture courses. In the senior year, students participate in a research tutorial pursuing original research and reading and reporting on the current literature under the supervision of a faculty mentor, culminating in a written senior thesis. At the present time, the Biology Department does not offer a minor in Biology.

Students may substitute upper-level Bryn Mawr biology courses for certain requirements of the Haverford Biology major with prior faculty approval. However, Bryn Mawr Biology 100-level classes cannot be substituted for the major requirement of Biology 200a and 200b.

Students interested in pursuing careers in medicine, public health, or related fields should consult with the Pre-Health Advisor regarding their course selections.

### Biology Faculty

- Professor Slavica Smit Matacic, Emeritus
- Professor Melvin Santer, Emeritus
- Elizabeth Ufford Green Professor of Natural Sciences Judith A. Owen
- Professor Robert Fairman
- Professor Karl Johnson, Chair
- Professor Philip Meneely
- Professor Jennifer Punt
- Associate Professor Andrea Morris
- Associate Professor Iruka Okeke
- Associate Professor Rachel Hoang
- Assistant Professor Jon Wilson
- Lab Instructor Katherine Heston

### Biology Major Requirements

- Both semesters of Biology 200a and 200b. Successful completion of a one credit natural science course (which includes a laboratory experience) at Haverford, Bryn Mawr or Swarthmore College is a prerequisite for enrolling in Biology 200a.

- A minimum of 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 cross-listed in Biology may not be counted toward this requirement.

- Two semesters of the junior laboratory, Biology 300a and 300b.

- Four half-semester 300-level advanced topics courses (selected from Biology 301-315 and 331-332). Occasionally, an upper-level course from Bryn Mawr or Swarthmore may substitute for one or two of the half semester lecture courses, but only with the specific permission of the student’s major advisor. Students are encouraged to take additional topics courses beyond the minimum of four to enhance their biology experience.

- One half-semester 350-level seminar course in the Haverford Biology Department (chosen from Biology 350-365; no substitutions permitted). Students may take additional seminar courses to enrich their knowledge of the discipline.
g. A minimum of two 400-level Senior Research Tutorial credits, generally taken over both semesters of the senior year, including active participation in weekly lab meetings and submission of a notebook and a thesis describing the progress and results of the project. The tutorial may be taken for single or double credit each semester.

h. Senior Department Studies, Biology 499.

Alternative curricula within the major are offered to students interested in interdisciplinary studies within the science division. These are encompassed within the Areas of Concentration in Biochemistry, Biophysics, Neural and Behavioral Sciences (NBS), and Scientific Computing. In these interdisciplinary programs, a student may major in Biology and take an enhanced selection of courses to fulfill the requirements of the Biology Major and their concentration. Further information is given under individual program descriptions for the relevant Areas of Concentration. Also, 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.

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 chemistry (through Physical Chemistry or equivalent).

**Biology Courses**

187 **Scientific Computing: Discrete Systems NA (Cross-listed in Computer Science)**
D. Wonnacott/P. Meneely
Prerequisite: One semester of any (social or natural) science is recommended. Offered occasionally.

217 **Biological Psychology NA (Cross-listed in Psychology)**
S. Gillihan
Prerequisite: An intro course in Psys or Biol or consent.

221 **The Primate Origins of Society SO (Cross-listed in Psychology)**
S. Perloe
Prerequisite: An intro course in one of the following: Anth, Biol, Psys, or Soc or consent.

370 **Neuroscience of Mental Illness NA (Cross-listed in Psychology)**
R. Compton
Prerequisite: One 200-level course in biological psychology, such as HC Psys 217, 250, or 260, or BMC Psys 218

376 **Advanced Topics in Biology II NA (Cross-listed in Biochemistry)**
Staff
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: Biology 200a,b or equivalent. One semester Biology 300 or consent of the instructor.

450 **Advanced Topics in Biology: I NA (Cross-listed in Biochemistry)**
Staff
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: Biology 200a,b or equivalent. One semester Biology 300 or consent of the instructor.

**Perspectives in Biology Courses for Students Not Intending to Major in the Sciences**

No prerequisites: not open to students who have taken HC Biol200 or BMC Biology 100-level courses.

123 **Perspectives in Biology: Scientific Literacy NA**
Staff
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. One half semester. Enrollment limited to 30. Prerequisite: Lottery preference to Freshmen and Sophomores. Students must register for both Perspectives classes paired in a given semester to qualify for the single lottery that will be run for both classes. Does not count toward the major.

124 **Perspectives in Biology: Tropical Infectious Disease NA (Cross-listed in African and Africana Studies)**
I. Okeke
An examination of factors that contribute to the emergence and endemicity of selected infectious diseases in tropical developing countries, with a focus
on diseases where transmission routes are unique to tropical developing countries or unknown. Examples will include waterborne, vaccine-preventable and zoonotic (animal transmitted) infections. Course participants will examine the microbiological, epidemiological and public health factors that control the emergence or persistence of infectious diseases in the tropics. One half semester. Enrollment limited to 30. Prerequisite: Lottery preference to Freshmen and Sophomores. Students must register for both Perspectives classes paired in a given semester to qualify for the single lottery that will be run for both classes. Does not count toward the major.

129 PERSPECTIVES IN BIOLOGY: THE VEXATIONS OF VACCINES NA
J. Punt
Vaccines exploit the memory of our immune systems, specifically their ability to produce an overwhelming defensive response to the second exposure to a pathogen. First used as a treatment for smallpox by Chinese and Turks in the 15th century, vaccination is now the cornerstone of preventative health programs and has eradicated some diseases worldwide. In this course, we will discuss the history of vaccination, its biological and cellular bases, and the difficulties involved in generating vaccines for current scourges. Finally, we will critically evaluate the controversies surrounding vaccination in some communities. One half semester. Enrollment limited to 30. Prerequisite: Lottery preference to Freshmen and Sophomores. Students must register for both Perspectives classes paired in a given semester to qualify for the single lottery that will be run for both classes. Does not count toward the major.

130 PERSPECTIVES IN BIOLOGY: ORIGINS-EVOLUTION AND ANIMAL DIVERSITY NA
R. Hsiao
This course will explore the history and theory of evolution. Key concepts will be introduced as we consider a range of topics from Darwin, "selfish genes", the origin of man, the way "origins" are viewed in a variety of cultures, arguments for and against evolution, and some of the implications that evolutionary theory has for society. One half semester. Enrollment limited to 30. Prerequisite: Lottery preference to Freshmen and Sophomores. Students must register for both Perspectives classes paired in a given semester to qualify for the single lottery that will be run for both classes. Does not count toward the major.

OTHER COURSES (NOT PART OF THE MAJOR TRACK)

122 WRITING IN PUBLIC HEALTH NA (CROSS-LISTED IN WRITING PROGRAM)
J. Owen
Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.) Does not count toward the major.

220 UNLOCKING KEY CONCEPTS IN BIOLOGY NA
Staff
A course for Bio 200 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 Bio 200. Enrollment by invitation from the Department. Prerequisite: Concurrent enrollment in BIOL 200 and consent.

A CORE PROGRAM OF COURSES IN MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY WITH PREREQUISITES

200 CELL STRUCTURE AND FUNCTION NA
K. Johnson/P. Meneely/K. Heston/J. Wilson
Prerequisite: Successful completion of one Natural Science credit, which includes a lab experience at Haverford, Bryn Mawr, or Swarthmore.

300 LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY NA (CROSS-LISTED IN CHEMISTRY)
J. Owen/Staff
Prerequisite: Biol 330D or permission.

301 ADVANCED GENETIC ANALYSIS NA
P. Meneely
The molecular mechanisms governing the transmission, mutation and expression of genes. Particular emphasis is placed on the use of experimental genetic methods to analyze other areas of biology. Prerequisite: Biology 200 or equiv or consent.

302 CELL ARCHITECTURE NA
K. Johnson
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: Biol 200 or consent.

303 STRUCTURE AND FUNCTION OF MACROMOLECULES NA
R. Fairman
A study of the structure and function of proteins, including enzymes, assembly systems and proteins involved in interactions with nucleic acids and membranes. Prerequisite: Biol 200 & Chem 221 or equivalent to be taken previously or concurrently or consent.

304 BIOCHEMISTRY: METABOLIC BASIS OF DISEASE AND ADAPTATION NA
J. Punt
This course will introduce students to advanced biosynthetic processes associated with carbohydrate, nucleic acid, protein and lipid metabolism. A coverage of the pathways and the experiments which defined them will be accompanied by discussions of their direct relevance to disease, abnormality and evolutionary adaptation. Prerequisite: Biol 200 or consent.

306 INTER- AND INTRA-CELLULAR COMMUNICATION NA
Staff
A study of the mechanisms by which individual cells in a multicellular organism communicate via the exchange of molecular signals. The course will focus on the release of molecular messengers, their interactions with specific receptor-bearing target cells of appropriate responses such as increased metabolic activity and/or cell division. Considerable attention is paid to the biochemistry of plasma and internal cell membranes and pathways are discussed from a disease perspective. Prerequisite: Biology 200 or equivalent or consent.

307 THE CELL IN DEVELOPMENT NA
Staff
The development of selected model organisms, both invertebrate and vertebrate, is used to examine the principles of fertilization, cleavage, gastrulation, morphogenesis, and pattern formation. Mechanisms by which genetic information is stored, segregated and activated during cell determination and differentiation are explored. Prerequisite: Biology 200 and 301 or consent.

308 IMMUNOLOGY NA
J. Owen
This course will provide an introduction to the rapidly expanding discipline of immunology. Students will learn about the molecular and cellular basis of the immune response through the study of the genetics and biochemistry of antigen receptors, the biochemistry of immune cell activation, the cell physiology of the immune system, immune memory, immune tolerance induction and immune-mediated cell death. Prerequisite: Biology 200 or consent.

309 MOLECULAR NEUROBIOLOGY NA
Staff
This course will focus on molecular approaches to study nervous system development, function and pathology. Topics including the generation of neurons and glia, electrical signaling, learning and memory and Alzheimer’s disease will be discussed using examples from a variety of model systems. Prerequisite: Biology 200 or consent of instructor.

310 MOLECULAR MICROBIOLOGY NA
I. Okeke
Prerequisite: Biol 200 or consent.

311 DEVELOPMENT & EVOLUTION NA
R. Huang
This course introduces important links between developmental and evolutionary biology. Genetic changes that produce variations between organisms are an important aspect of evolutionary change. Since
development can be viewed as the process that links genetic information to the final form of an organism, the fields of development and evolution clearly impact one another. We will look at Drosophila and zebrafish, where developmental mechanisms have been elucidated in remarkable detail. We will then look beyond these model systems to comparative studies that examine development in a range of organisms, considering how these provide insight into evolutionary mechanisms, and how underlying differences in development may account for the differences we see between organisms. Prerequisite: Biology 200 or consent of instructor.

314 PHOTOSYNTHESIS NA
J. Wilson
A study of the function, origins, and history of photosynthesis on Earth, from bacteria to plants. This course will begin with a survey of photosynthetic metabolisms, explore photosynthetic microbial diversity, and investigate the evolution of terrestrial plants through the fossil record. Prerequisite: Biology 200 or consent of instructor.

331 COMPUTATIONAL GENOMICS NA/QU
P. Meneely
Complete DNA sequence information is now available for hundreds of species. Computer-based comparisons of genes or genomes between different species are routine for many biological investigations. This course uses a lecture and workshop format to introduce students to the evolutionary and computational basis for such comparisons, as well as the statistical tools to evaluate these comparisons. Prerequisite: Biol 301 required; Biol 303 recommended; some familiarity with statistics and probability. Permission of instructor required.

332 BIOLOGICAL NETWORKS AND SYSTEMS NA/QU
P. Meneely
Biological molecules interact in complex ways. Genomic analysis has identified many of the genes and gene products that comprise the component parts of an organism. This course discusses how the interactions among these molecules are studied and what properties of the biological system emerge from the complex networks of interactions. Prerequisite: Biology 301 or consent.

ADVANCED HALF-SEMESTER COURSES IN MOLECULAR, CELLULAR, AND DEVELOPMENTAL BIOLOGY

330 LABORATORY IN NEURAL AND BEHAVIORAL SCIENCE: MOLECULAR DEVELOPMENT NA
A. Morris
A half-semester lab course introducing molecular and cellular approaches to understanding the development of the nervous system. A variety of model organisms will be used to investigate neural induction, patterning, neural crest cell migration and axon guidance. Prerequisite: Biology 200 or consent of instructor.

350 PATTERN FORMATION IN THE NERVOUS SYSTEM NA
Staff
A fundamental process in the development of the vertebrate nervous system is the partitioning of nervous system into distinct domains of cellular differentiation, for example the brain vs. the spinal cord. This seminar course will explore, through a series of student research article presentations, the molecular processes by which pattern is established in the nervous system and the morphological consequences of improper patterning. Human birth defects and pathologies such as spina bifida and brain tumors will be used as case studies to discuss the role of crucial patterning genes and signaling molecules. Enrollment limited to 15 students. Prerequisite: Biol 309 or consent.

351 MOLECULAR MOTORS AND BIOLOGICAL NANO-MACHINES NA
K. Johnson
The world of the cell contains a rich array of molecular machinery that carries out life’s dynamic processes. Interdisciplinary studies of these mechanisms employing a variety of biological, chemical and physical approaches are revealing a wealth of detail spanning from visible phenomenon to the scale of atoms and molecules. Extensive reading of the primary literature will be used as a basis for student-led discussions. Topics will be selected from a list including viral assembly, cellular clocks, mechanoenzyme engines, biosynthetic machinery and the assembly and regulation of cytoskeletal arrays. These systems provide novel insights into how work is accomplished (and regulated) in a nano-scale environment and serve as models for the development of nanotechnologies for science and medicine. Enrollment limited to 15 students. Prerequisite: Biology 302 or consent of instructor.

352 CELLULAR IMMUNOLOGY NA
J. Owen
Topics include description and classification of the cells and tissues of the immune system; cell collaboration in the immune response; transplantation antigens and their role in graft rejection and recognition of virally-infected cells; immune tolerance; lymphokines. There will be student presentations of articles in the original immunological literature, followed by critical discussion. Enrollment limited to 15 students. Prerequisite: Biol 300b, 308, or consent.

357 TOPICS IN PROTEIN SCIENCE NA
R. Fairman
This course will study current topics in protein science using the primary research literature. We will particularly focus on these issues as they relate to
function. Topics may include protein:DNA interactions, protein:protein interactions, and chaperones and their role in protein folding, protein aggregation and disease. Enrollment limited to 15 students. Prerequisite: Biology 200 and 300b or consent of instructor.

358 DEVELOPMENTAL GENETICS NA
R.Hoang
This course will examine the structure of sex chromosomes, and how differences in sex chromosome constitution give rise to the morphological differences between males and females. The emphasis will be on the genetic and molecular basis of sex determination, using the primary research literature. Model organisms will include invertebrates such as Caenorhabditis elegans and Drosophila melanogaster and vertebrates such as placental and non-placental mammals and reptiles. Enrollment limited to 15 students. Prerequisite: Biology 301 or consent of instructor.

360 BACTERIAL PATHOGENESIS NA
I.Okeke
The course will begin with lectures to overview current concepts in bacterial pathogenesis. Initial readings will be taken from texts or reviews on the subject, and the rest of the course will consist of focused discussions on current research in the field and student presentations on the primary literature. Enrollment limited to 15 students. Prerequisite: Biology 200 and 300b or consent of instructor.

363 STEM CELL BIOLOGY NA
J.Punt
This course will develop an understanding of the molecular mechanisms that regulate stem cell self-renewal and differentiation. These issues will be examined by exploring the primary literature on topics such as hematopoietic (bone marrow) stem cells and their use as therapeutic agents. Enrollment limited to 15 students. Prerequisite: Biology 300b or consent of instructor.

SENIOR RESEARCH, INDEPENDENT STUDY AND SENIOR DEPARTMENTAL STUDIES

402 SENIOR RESEARCH TUTORIAL IN GENETICS AND MEIOSIS NA
P.Meneely
The principles and mechanisms by which the chromosome number is reduced and segregated during the production of gametes are studied in the nematode Caenorhabditis elegans. Genetic, molecular, and microscopic methods are used to isolate and examine mutant strains which fail to execute meiosis properly. Laboratory work is supplemented by readings from the current literature on meiosis and C. elegans. Prerequisite: Consent of instructor.

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

404 SENIOR RESEARCH TUTORIAL IN MOLECULAR MICROBIOLOGY NA
I.Okeke
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. Prerequisite: Consent of the instructor.

407 SENIOR RESEARCH IN BIOARCHITECTURE NA
K.Johnson
Studies of structure in living systems and applications in nanotechnology. Approaches employed include genetic analysis, biochemistry, biophysics, molecular biology, microscopy and imaging, bioengineering and synthetic biology. Laboratory work is supplemented by readings from current literature. Prerequisite: Consent of instructor.

408 SENIOR RESEARCH TUTORIAL ON LIFE AND DEATH DECISIONS OF DEVELOPING LYMHPHOCYTES NA
J.Punt
The fate of developing T cell depends on the interactions it experiences through its T cell receptor as it traffics through the thymus. Interestingly, identical interactions can have markedly different consequences depending on the T cell developmental stage. Immature T cells (thymocytes) respond to strong T cell receptor signals by dying, while their direct descendents, mature T cells, respond to the very same stimulation by proliferating. We are working to determine the molecular reasons behind this difference in responsiveness. By identifying and comparing the intracellular signals experienced by immature and mature T cells we are working to solve this developmental mystery. Laboratory work is supplemented by readings from current literature. Prerequisite: Consent of the instructor.
409 SENIOR RESEARCH TUTORIAL IN MOLECULAR NEUROBIOLOGY NA
Staff
The developing nervous system of vertebrate embryos rapidly becomes patterned into distinct domains of neural cell differentiation. In order to identify what genes are responsible for the establishment of this pattern, a variety of molecular screening techniques are employed. The expression pattern of these genes is then determined by in situ hybridization and their function analyzed in vivo and in vitro, using microinjection and biochemical assays. Laboratory work is supplemented by readings from the current literature. Prerequisite: Consent of instructor.

410 SENIOR RESEARCH TUTORIAL AT OFF-CAMPUS RESEARCH LABS NA
J. Okeke
Research in an area of cell, molecular, or development biology is conducted under the supervision of a member of a nearby research laboratory who has volunteered time and space for a Haverford student. All students enrolled in Biology 410 must have designated on-campus and off-campus supervisors. Prerequisite: Biology 300 and consent of both the department and the off-campus supervisor.

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

413 SENIOR RESEARCH TUTORIAL IN PLANT BIOLOGY AND EVOLUTION NA
J. Wilco
Plants are an important interface between biology and the environment, and the study of plants' evolutionary history illuminates this interaction. This course will focus on the physiology and evolution of living and extinct plants. Techniques employed include anatomical studies of living and fossil plant tissues; imaging and quantitative investigation of plant structure; and the collection and analysis of fossil plant material. Laboratory work is supplemented by readings from the literature. Prerequisite: Consent of instructor.

480 INDEPENDENT STUDY NA
P. Meneely
Prerequisite: Instructor consent required.

499 SENIOR DEPARTMENT STUDIES NA
J. Owen/Staff
Participation in the department's Philip's Visitors Program; attendance at seminars by visiting speakers; senior seminar meetings, consisting of presentation and discussion of research plans and research results by students and faculty; and students' presentations of papers on contemporary developments in experimental biology. Prerequisite: Consent of Dept.

375 ADVANCED TOPICS IN BIOLOGY: I NA (CROSS-LISTED IN BIOCHEMISTRY)
Staff
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: Biology 200a,b or equivalent. One semester Biology 300 or consent of the instructor.

COURSES OFFERED AT BRYN MAWR COLLEGE
Multiple upper-level biology courses at Bryn Mawr can satisfy certain requirements for the Haverford Biology major, with consent of the major advisor.
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.

Students have three possible entry points into the program. 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, secondary school records, scores from standardized and advanced placement tests, and individual consultation. All three starting points can result in the completion of the chemistry major program. Students with no or limited previous chemistry experience enter the first year chemistry sequence with an intensive version of Chemistry 111. This course is followed by Chem 112, which is offered during the second semester. Chem 112 also offers an intensive section by placement depending on student performance. The second entry point is for those students with typical high school chemistry preparation. They will take two semesters of introductory course work (Chem 111 and Chem 112). The third entry point is for students with an excellent high school chemistry background, who take Chem 115, which includes the Chemistry 111 lecture and a more investigative, independent lab program, and 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.

All students as seniors are required to participate in a research program for advanced course credit, and first to third year students with strong interests in Chemistry are able to get involved with research through 260 level courses. 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. Summer research experience is also particularly encouraged. The summer experience provides a background of focused work that can greatly enrich the senior thesis research experience. In recent years, twenty to thirty students per summer have received stipends to participate in research in the chemistry department.

Chemistry majors wishing to study abroad during the junior year should confer with the faculty advisor and should plan to take at least one chemistry course per semester at the foreign institution. The chemistry department has currently approved international study abroad programs at Oxford University (England), University of London (England), University of Melbourne (Australia) 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). A new program added this year is University of Lund (Sweden). Chemistry majors have also satisfied major requirements using courses from domestic programs such as the Semester in Environmental Science at the Marine Biological Laboratory in Woods Hole, Massachusetts.

**CHEMISTRY FACULTY**

John Farnum Professor of Chemistry Colin MacKay, Emeritus
Professor Terry Newirth, Emeritus
Professor Claude E. Wintner, Emeritus
Professor Karin Åkerfeldt (on leave 2013-2014)
Professor Robert Scarrow, Chairperson
Associate Professor Frances Rose Blase
Associate Professor Casey Londergan (on leave 2013-2014)
Associate Professor Alexander Norquist
Assistant Professor Louise Charkoudian
Assistant Professor Joshua Schrier
Assistant Professor Helen White
Visiting Professor Charles Lerman
Visiting Associate Professor Mark Schofield
Visiting Assistant Professor Eric Holowka
First-Year Chemistry Laboratory Instructor Kelly Matz
CHEMISTRY MAJOR REQUIREMENTS

Each student confers with the major advisor to plan a program that takes into account specific interests and career aims. The major requirements have been designed to meet the educational needs of students interested in careers in chemistry, biochemistry, engineering, medicine, K-12 education, business, law, and other professions. 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.

CHEMISTRY MAJOR

The core required courses are: Chemistry 111 or 115, 112, 222, 225, 301, 302, 304 or 305, at least one semester of 380 or 36x (research tutorials), one semester of inorganic chemistry (Chemistry 320, 0.5 semester) and one half semester course from the following: 351, 353 and 354) and 391 (senior seminar). Chemistry majors must also complete one semester of advanced chemistry courses numbered 304-358; one semester of mathematics courses numbered 114 (calculus II) or higher; and either introductory physics (Physics 101/102 or 105/106) or both semesters of Biology 200.

CHEMISTRY MAJOR WITH BIOCHEMISTRY CONCENTRATION

Biochemistry concentrators are allowed to substitute either semester of Biology 300 for Chemistry 301 or 302. Concentrators also must take one semester of an advanced biology course (see the Biochemistry and Biophysics section of this catalog for a current list of advanced Biology courses), and two half semester advanced chemistry courses with a biological emphasis. These include Chem 351 (0.5 semester, bioinorganic), Chem 352 (0.5 semester, biophysical) and Chem 357 (0.5 semester, bioorganic). Biology 200a, 200b, Physics 101/102 or 105/106 are required for biochemistry concentrators.

CHEMISTRY MAJOR WITH SCIENTIFIC COMPUTING CONCENTRATION

See the Computer Science page for details on this concentration. In the chemistry department, courses which can contribute to this concentration are Chem 304, Chem 305, and Chem 362; students are also encouraged to enroll in Chem 322 when offered at Bryn Mawr College. The department coordinator for this concentration is Joshua Schrier.

ACS-CERTIFIED CHEMISTRY MAJOR

In order to receive ACS-certification, students must satisfy all of the major requirements (with or without a biochemistry concentration) above and an additional course must complete the second semester of physical chemistry (304 or 305). The following requirements also apply for ACS-certification and may be met with the same courses used to meet major requirements: Physics 101/102 or 105/106 and at least one semester of biochemistry. This last requirement may be satisfied by Biology 200 (second semester), by Bryn Mawr Chemistry 242, or by two half-semester courses of Chemistry 351, 352, or 357.

CHEMISTRY MINOR REQUIREMENTS

The required courses are: Chemistry 111 or 115,112, 222, 225, 304 or 305, and one semester of advanced chemistry chosen from courses numbered between 301 and 369. At least three of the courses taken for the chemistry minor must be taken at Haverford College. The senior seminar (Chemistry 391) is not required, but attendance at seminars, including the Philips Visitor Series in Chemistry, is strongly recommended.

CHEMISTRY REQUIREMENTS FOR HONORS

All students who participate in senior research 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.

CHEMISTRY COURSES

A CORE PROGRAM OF COURSES IN MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY WITH PREREQUISITES

300 LABORATORY IN BIOCHEMISTRY AND MOLECULAR BIOLOGY NA (CROSS-LISTED IN BIOLOGY)

F.Owen/Staff
Prerequisite: Biol 330D or permission.

111 CHEMICAL STRUCTURE AND BONDING NA

F.Blase/K.Matz
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. Prerequisite: HS Chemistry AND Dept. Placement. Three Hr. Weekly Lab choices: W/Th/F 1 to 4. Students must choose one. Typically offered every Fall.

112 CHEMICAL DYNAMICS NA/QU
K.Maza, A.Norquist, R.Scarrow, M.Schofield
An introduction to chemical thermodynamics, equilibrium, electrochemistry and kinetics. Microscopic properties are used to develop basic chemical concepts of energy, enthalpy, entropy, and the Gibbs Energy, and their applications to thermochemistry, equilibria, and electrochemistry. Chemical kinetics, reaction mechanisms, and applications to chemical problems are also discussed. Prerequisite: Dept. placement into appropriate section. Typically offered every Spring.

115 CHEMICAL STRUCTURE AND BONDING WITH INQUIRY LAB NA
A.Norquist
Three lectures, one lab period, and one laboratory planning meeting each week. In the lab, students will become acquainted with modern methods of chemical structure analysis as they discover the identity of unknown compounds via self-experimented proposals. The lecture component for this course identical to that of Chem 111. Prerequisite: Placement by the Department. Typically offered every Fall.

151 CASE STUDIES IN CHEMISTRY NA
C.Lerman
This course is intended for non-science majors. It will explore aspects of the structure & properties of atoms and molecules, and how they account for observable phenomena within the topics of light, radiation, and color. Illustrations will be drawn from various fields of science and everyday life. Concepts will be developed both qualitatively and quantitatively. Not open to students with prior college-level chemistry. Does not count toward the major. Typically offered every Spring.

152 CHEMISTRY: ITS APPLICATION TO THE EVERYDAY WORLD NA
Staff
This course is intended for non-science majors. A non-science majors course that will discuss the many ways science and chemistry affect our lives. Fundamental principles of chemical bonding, structure and reactivity will be discussed. Concepts will be developed both qualitatively and quantitatively to link phenomena that can be observed to basic properties of matter. Does not count toward the major. Offered occasionally.

222 ORGANIC BIOLOGICAL CHEMISTRY NA
L.Charkoudian/M.Stein
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. Prerequisite: Chem 111 or 115 AND Chem 112 or consent. Three-hr. Weekly lab times: M/Th/F 1-4 p.m. Students must choose one. Typically offered every Fall.

225 ORGANIC REACTIONS AND SYNTHESIS NA
F.Blase, M.Kukla
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 enantiomeric reactions for use in complex syntheses. Prerequisite: Chem 111 or 115, & Chem 112 & 222 or consent. Typically offered every Spring.

301 LAB IN CHEMICAL STRUCTURE AND REACTIVITY NA
M.Schofield
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. Prerequisite: Chem 225. Typically offered every Fall.

302 LAB IN CHEMICAL STRUCTURE AND REACTIVITY NA
L.Charkoudian, H.White
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. 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: Chem 225 and 304. Typically offered every Spring.

304 STATISTICAL THERMODYNAMICS AND KINETICS NA/QU
J.Schrier
Two lectures. A quantitative approach to the description and prediction of behavior in chemical systems. Topics to be covered include: introductory quantum mechanics and energy in molecules, statistical mechanics and energy partitioning, thermodynamics of molecules and larger systems, physical and chemical equilibrium, and chemical kinetics. Prerequisite: One Sem of Math 114 or 115, Math 121 or 216 highly recommended. Typically offered every Fall.
305 QUANTUM CHEMISTRY NA
J. Schrier
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: Math 121 or 216. Typically offered every Fall.

320 CONCEPTS OF INORGANIC CHEMISTRY NA
M. Schofield
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: Chem 221 or 225 or consent. Typically offered every Spring.

340 MOLECULAR SPECTROSCOPY NA
C. Londergan
Two lectures for one-half semester (one-half course credit). Quantum mechanical description of current techniques in the spectroscopy of molecules. Prerequisite: Chemistry 305 or Physics 214 or consent of instructor. Offered occasionally.

351 BIOINORGANIC CHEMISTRY NA
M. Schofield
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: Chem 320 or consent; consent is typically given to upper level Biology majors. Typically offered every Spring.

352 TOPICS IN BIOPHYSICAL CHEMISTRY NA
C. Londergan
Prerequisite: Chem 304. Offered occasionally.

353 TOPICS IN MATERIALS SCIENCE NA
A. Norquist
Three lectures for one-half semester (one-half course credit). This course will focus on the structure-property relationship central to the study of materials with specific functions. Structural studies will include bonding, order/disorder, and non-stoichiometry in crystalline and non-crystalline solids. Optical, magnetic and electronic properties will be discussed in the context of non-linear optical materials, ferroelectric and magnetoresistant materials, as well as superconductors and semiconductors. Prerequisite: Chem 304 or Phys 214 & Chem 101b or Chem 105b Typically offered every Fall.

354 SOLID STATE CHEMISTRY NA
A. Norquist
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. Prerequisite: Chem 320 or instructor's consent. Typically offered every Spring.

355 TOPICS IN ADVANCED ORGANIC CHEMISTRY NA
M. Schofield
Three lectures for one-half semester (one-half course credit). 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, bioorganic chemistry, chemistry of coenzymes, combinatorial approaches to synthesis, free radical chemistry, organometallic chemistry. Topics selected differ from those selected for 357 in the previous year. Prerequisite: Chemistry 222. Offered occasionally.

357 TOPICS IN BIOORGANIC CHEMISTRY NA
E. Holowka
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: Chem 225 or consent.

358 TOPICS IN ENVIRONMENTAL CHEMISTRY NA
R. Scarrow
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. Prerequisite: Chem 304 (or similar) or consent by instructor. Typically offered in alternate years.

380 INDEPENDENT RESEARCH IN CHEMISTRY NA
Faculty
This course is designed for chemistry majors who want to pursue a library research experience. Students will work closely with a faculty member on a topic in the current chemical literature to prepare a thesis paper. Prerequisite: Chemistry 225 and Chemistry 304.

391 DEPARTMENTAL SEMINAR NA
A. Norquist
One meeting per week throughout the year (one-half course credit). Presentation and discussion of current research topics in the various areas of chemistry by faculty, students and outside speakers.
480 INDEPENDENT STUDY NA  
M.Schofield  

364 RESEARCH TUTORIAL IN BIOORGANIC CHEMISTRY NA  
K.Akerfeldt  
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: Consent  

RESEARCH TUTORIALS  
Students may register for a research tutorial in an area of active faculty research. In these tutorials the student attempts to define and solve a research problem under the close supervision of a faculty member.  

261 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY NA  
C.Londergan  
One-half credit course for the year designed for students interested in the chemistry research experience in physical chemistry, condensed phase chemical physics, and biophysical chemistry, with emphasis on spectroscopic studies of peptides and proteins. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

262 RESEARCH TUTORIAL IN THEORETICAL CHEMISTRY NA  
J.Schrier  
One-half credit course for the year designed for students interested in the chemistry research experience in theoretical physical chemistry, with emphasis on methods for prediction of optical, electronic, and mechanical properties of nanostructures. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

263 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY NA  
F.Blase  
One-half credit course for the year designed for students interested in the chemistry research experience in synthetic organic chemistry and physical-organic chemistry. Topics include total synthesis of biologically significant molecules, new methods of enantioselective synthesis, and the study of organic reaction mechanisms. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

264 RESEARCH TUTORIAL IN BIOORGANIC CHEMISTRY NA  
K.Akerfeldt  
One-half credit course for the year designed for students interested in the chemistry research experience in protein structure-function relationship studies and the design and synthesis of a broad range of peptides, proteins and biologically inspired novel materials. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

265 RESEARCH TUTORIAL IN BIOINORGANIC CHEMISTRY NA  
R.Scarrow,M.Schofield  
One-half credit course for the year designed for students interested in the chemistry research experience in spectroscopic and kinetic studies of metalloproteins and inorganic coordination compounds. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

267 RESEARCH TUTORIAL IN BIOLOGICAL CHEMISTRY NA  
L.Charkoudian  
One-half credit course for the year designed for students interested in the chemistry research experience in natural product biosynthesis. (Not open to seniors.) Prerequisite: Consent of the Instructor  

268 RESEARCH TUTORIAL IN ENVIRONMENTAL CHEMISTRY NA  
H.White  
One-half credit course for the year designed for students interested in the chemistry research experience in the field of biogeochemistry, a multidisciplinary approach focused at understanding the chemical composition and processes of Earth’s biosphere. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

269 RESEARCH TUTORIAL IN MATERIALS SCIENCE NA  
A.Norquist  
One-half credit course for the year designed for students interested in the chemistry research experience in the synthesis and structural characterization of organically templated microporous materials. (Not open to seniors.) Prerequisite: Consent  

Does not count toward the major.  

361 RESEARCH TUTORIAL IN PHYSICAL CHEMISTRY NA  
C.Londergan  
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: Consent  

362 RESEARCH TUTORIAL IN THEORETICAL CHEMISTRY NA  
J.Schrier  
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 nanostructures. Prerequisite: Consent.  

363 RESEARCH TUTORIAL IN ORGANIC CHEMISTRY NA  
K.Akerfeldt,F.Blase  
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: Consent.
365 RESEARCH TUTORIAL IN BIOINORGANIC CHEMISTRY NA
R.Scarrow, M.Schofield
Topics include spectroscopic and kinetic studies of metalloproteins and inorganic coordination compounds. Prerequisite: Consent

367 RESEARCH TUTORIAL IN BIOLOGICAL CHEMISTRY NA
L.Charkoudian
Directed research in organic biological chemistry. Topics include natural product isolation and characterization, investigations into the role of protein-protein interactions in antibiotic biosynthesis, and the elucidation of biosynthetic pathways. Prerequisite: Consent of instructor.

368 RESEARCH TUTORIAL IN ENVIRONMENTAL CHEMISTRY NA
H.White
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: Consent

369 RESEARCH TUTORIAL IN MATERIALS SCIENCE NA
A.Norquist
Topics include synthesis and structural characterization of organically templated microporous materials. Prerequisite: Consent
Students may complete a major or minor in Classical and Near Eastern Archaeology.

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY FACULTY**

Mehmet-Ali Ataç, Associate Professor and Undergraduate Adviser
A. Donohue, Chair and Rhys Carpenter Professor and Graduate Adviser
Astrid Lindenlauf, Assistant Professor
Peter Magee, Associate Professor

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY MAJOR REQUIREMENTS**

The major requires a minimum of 10 and 1/2 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome (of which two half-credit courses, e.g., ARCH 105, 106 or 130, may count as one), the half-credit course ARCH 135 (Archaeological Fieldwork and Methods) and two semesters of the senior conference. At least two upper-level courses should be distributed between classical and Near Eastern subjects and one other should concern method and theory in archaeology (ARCH 330 or ANTH 220). Additional requirements are determined in consultation with the major adviser. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major adviser; 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 adviser, one course taken in study abroad may be accepted for credit in the major.

Each student’s course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are encouraged to take the introductory courses early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY 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 (of which two half-credit courses, e.g., ARCH 105, 106 or 130, may count as one) in addition to four other courses selected in consultation with the major adviser.

**CONCENTRATION IN GEOARCHAEOLOGY**

The geoarchaeology concentration allows students majoring in anthropology, archaeology or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270 and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; ARCH 101, ANTH 101 or ARCH 135 (a half-credit laboratory course in archaeological fieldwork methods); and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY 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.

**CLASSICAL AND NEAR EASTERN ARCHAEOLOGY INDEPENDENT RESEARCH**

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is
willing to advise them and consult with the major adviser. Such research normally would be conducted by seniors as a unit of supervised work (ARCH 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.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY 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.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY 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 adviser 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.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY FIELDWORK

The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in which undergraduates may be invited to participate.

Professor Peter Magee conducts a for-credit field school at Muweilah, al-Hamriya and Tell Abraq in the United Arab Emirates. Undergraduate and graduate students in archaeology participate in this project, which usually takes place during the winter break. 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 an ARCH 403 independent study with Professor Magee.

Professor James Wright directs the Nemea Valley Archaeological Project in Greece, which has finished fieldwork and is currently under publication.

The department is collaborating with Professor Adli Özyar (Ph.D., Bryn Mawr College, 1991) of Boğaziçi University in Istanbul, in the Tarsus Regional Project, Turkey, sponsored by Boğaziçi University. This is a long-term investigation of the mound at Gözlü Küle at Tarsus, in Cilicia, which was first excavated by Hetty Goldman, A.B. 1903. Both undergraduate and graduate students in archaeology participate in this project and an announcement inviting applications is sent to all majors in the fall of each year.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY MUSEUM INTERNSHIP

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 by the undergraduate adviser 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 Art and Artifacts.

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY FUNDING FOR INTERNSHIPS AND RESEARCH

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.
ARCH B101 Introduction to Egyptian and Near Eastern Archaeology: Egypt and Mesopotamia
M. Atac

ARCH B102 Introduction to Classical Archaeology
A. Donahue
A historical survey of the archaeology and art of Greece, Etruria and Rome.

ARCH B104 Archaeology of Agricultural and Urban Revolutions (Cross-listed as CITY B104)
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. Counts toward Environmental Studies, Geoarchaeology and Middle Eastern Studies.

ARCH B105 Introduction to Greek Art and Archaeology
Staff
This course examines the visual arts and material culture of the ancient Greek world, and reviews past and present approaches to archaeological and art historical research in the area. We will focus on the time span of roughly 1,000 years from the so-called Dark Age through the Archaic, Classical and Hellenistic periods, circa 1100 to 31 B.C.E. Proceeding more or less in chronological order, we will explore major excavated sites, such as Athens, Delphi, Olympia and Pergamon, and discuss key examples of architecture, sculpture, painting, mosaics and portable arts as documents of social, religious and cultural history. This is a half-semester, half-credit course.

ARCH B106 Introduction to Roman Art and Archaeology
Staff
From its emergence in central Italy in the 8th century B.C.E., Rome developed into an empire extending from western Europe through the Near East. This course surveys Roman material culture through the 4th century C.E. Emphasis is on the interpretation of monuments and artifacts in historical and social context. This is a half-semester, half-credit course.

ARCH B110 The World Through Classical Eyes (Cross-listed as CITY B110, CSTS B110)
Staff
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.”

ARCH B115 Classical Art (Cross-listed as CITY B115, CSTS B115, HART B115)
Staff
An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300/200 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.

ARCH B125 Classical Myths in Art and in the Sky (Cross-listed as CSTS B125, HART B125)
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.

ARCH B130 The Bronze Age
Staff
This short course is about the notion of the Bronze Age and its archaeological manifestation in the Aegean, Eastern Mediterranean and the Near East. It explores the notion that the discovery of metals and the development of metallurgy spurred the formation of “metal economies,” which led to the expansion of civilizations in the 3rd and 2nd millennia B.C.E. This is a half-semester, half-credit course.

ARCH B135 Focus: Archaeological Fieldwork and Methods
P. Magee
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 Bryn Mawr’s collections. Each week there will be a 2-hour laboratory that will introduce students to a variety of fieldwork methods and forms of analysis. This is a half semester Focus course. Counts toward the Geoarchaeology concentration.

ARCH B136 Focus: Archaeological Science
P. Magee
This is a half-semester Focus course offered as an introduction to the role of science in the contemporary practice of archaeology. Although it will often be sequential to another Focus course, ARCH 135 (Archaeological Fieldwork and Methods), it is a stand alone offering that will be of interest to a broad range of students. Topics covered in the course will include: radiometric dating (especially 14c), palaeo-environmental reconstruction, sedimentary analysis and geochemical provenience methodologies. Counts toward the Geoarchaeology concentration.
ARCH B140 The Visual Culture of the Ancient Near East (Cross-listed as HART B140)
Staff
The visual culture of ancient Mesopotamia, a region with its heartland in modern Iraq, from the first city to the fall of Babylon in 539 B.C.E., includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals. Counts toward Middle Eastern Studies.

ARCH B203 Ancient Greek Cities and Sanctuaries (Cross-listed as CITY B203)
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.

ARCH B205 Greek Sculpture (Cross-listed as HART B204)
Staff
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 4th century B.C.E. with special attention to style, iconography and historical and social context.

ARCH B206 Hellenistic and Roman Sculpture (Cross-listed as HART B206)
A. Donohue
This course surveys the sculpture produced from the 4th century B.C.E. to the 4th 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.

ARCH B209 Aegean Archaeology
The prehistoric cultures of the Aegean area beginning with the origins of agriculture (circa 6500 B.C.E.) and ending with the end of the Late Bronze Age (circa 1100 B.C.E.) with a focus on the palaces of Crete (Knossos, Phaistos, Malia), Troy, the Aegean Islands (Akrotiri on Thera) and Mycenaean Greece (Mycenae, Tiryns, Thebes, Athens, Pylos).

ARCH B216 Hittite Archaeology
M. Atac
A survey of the art and archaeology of Hittite Anatolia from the Assyrian Trade Colony period through the Iron Age Syro-Hittite or Late Hittite cultures. The Early Bronze Age background and the interconnections with the Syro-Mesopotamian world are also addressed.

ARCH B220 Araby the Blest: The Archaeology of the Arabian Peninsula from 3000 to 300 B.C.E.
P. Magee
A survey of the archaeology and history of the Arabian peninsula focusing on urban forms, transport and cultures in the Arabian peninsula and Gulf and their interactions with the world from the rise of states in Mesopotamia down to the time of Alexander the Great.

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. Counts toward Middle Eastern Studies.

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. Counts toward African and Africana Studies and Middle Eastern Studies.

ARCH B231 Medicine, Magic and Miracles in the Middle Ages (Cross-listed as HIST B231, CSTS B231)
L. Truitt
An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West. Using methods from intellectual cultural and social history, themes include: theories of health and disease; varieties of medical practice; rationalities of various practices; views of the body and disease; medical practitioners. No previous coursework in medieval history is required.

ARCH B234 Picturing Women in Classical Antiquity (Cross-listed as CSTS B234, HART B234)
A. Lindenlauf
We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of
women in the ancient world, the objects that they were associated with in life and death and their occupations. Counts toward Gender and Sexuality Studies.

ARCH B236 The Archaeology of Syria
Recent excavations in Syria have contributed important data to the major issues in ancient Near Eastern archaeology, including the onset of agriculture, the emergence of social stratification, and the rise of urbanism and empire. From the Palaeolithic period to the end of the Iron Age (circa 16,000-300 B.C.E.), this course will present the material culture of Syria and its parallels in neighboring regions.

ARCH B240 Archaeology and History of Ancient Mesopotamia
M. Ataç
A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed. Counts toward Middle Eastern Studies.

ARCH B244 Great Empires of the Ancient Near East (Cross-listed as CITY B244, HIST B244, POLS B244)
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. Counts towards Middle Eastern Studies.

ARCH B245 The Archaeology of Water
Staff
This course examines the distribution of water throughout the Middle East and Mediterranean and the archaeology of water exploitation and management over the last 12,000 years. Recent archaeological models that challenge the concept of “hydraulic civilization” are emphasized as are contemporary attempts to revive traditional and ancient technologies to preserve and better manage modern water resources. Counts toward Environmental Studies and Geoarchaeology.

ARCH B255 Show and Spectacle in Ancient Greece and Rome (Cross-listed as CSTS B255, CITY B260)
Staff
A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources, with attention to art and the archaeology and topography, we will explore the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and representation of ancient spectacle in contemporary film and interpretive approaches such as gaze studies and carnivalesque.

ARCH B268 Greek and Roman Architecture (Cross-listed as CITY B268, HART B268)
Staff
A survey of Greek and Roman architecture taking into account building materials, construction techniques, various forms of architecture in their urban and religious settings from an historical and social perspective.

ARCH B270 Geoarchaeology (Cross-listed as ANTH B270, GEOL B270)
D. Barber/P. Magee
Societies in the past depended on our human ancestors’ ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands-on exercises. Prerequisite: one course in anthropology, archaeology or geology. Counts toward the Geoarchaeology concentration.

ARCH B301 Greek Vase-Painting
A. 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.

ARCH B303 Classical Bodies (Cross-listed as COML B313, HART B305)
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. Counts toward Gender and Sexuality Studies.

ARCH B305 Topics in Ancient Athens (Cross-listed as CITY B305)
A. Lindenlauf
This course is an introduction to the Acropolis of Athens, perhaps the best-known acropolis in the world. We will explore its history, understand and interpret specific monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.
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 and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Counts toward the Geoaheological concentration. Prerequisite: permission of instructor.

ARCH B312 The Eastern Mediterranean in the Late Bronze Age
Staff
This course will cover economic and cultural interactions among the Levant, Cyprus, Anatolia, Egypt and the Aegean. We will study the politics and powers in the Eastern Mediterranean circa 1500 to 1100 B.C.E.—the Egyptian and Hittite empires, the Mitanni, Ugarit and Syro-Palestinian polities, Cyprus and the Mycenaean. Topics include: metallurgy, mercantile systems, seafaring, the Sea Peoples, systems collapse and interpretive issues when working with archaeological and historical sources.

ARCH B316 Trade and Transport in the Ancient World (Cross-listed as CITY B316)
P. 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.

ARCH B323 On the trail of Alexander the Great
Staff
This course explores the world of Alexander the Great and the Hellenistic world on the basis of a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander’s campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in classical archaeology or permission of the instructor.

ARCH B324 Roman Architecture (Cross-listed as CSTS B324, HART B324)
R. Scott
The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include urban infrastructure, the relationship of towns and territories, “suburban” and working villas, and frontier settlements. Prerequisite: ARCH 102.

ARCH B328 Analysis of Geospatial Data Using GIS (Cross-listed as CITY B328, BIOL B328, GEOL B328)
Staff

ARCH B330 Archaeological Theory and Method (Cross-listed as ANTH-B330)
Staff
A history of archaeology from the Renaissance to the present with attention to the formation of theory and method; special units on gender and feminist theory and post-modern approaches.

ARCH B352 Ancient Egyptian Architecture: The New Kingdom
M. A. A. A. A.
A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements and examples of Greco-Roman temples of the Nile Valley will also be dealt with.

ARCH B355 Archaeology of the Achaemenid Empire in Cross Cultural Context
Staff
The Achaemenid Empire (558-332 B.C.E.) ruled the largest landmass of any of the ancient Near Eastern Empires. Attempts by archaeologists to understand the manner in which authority was asserted over this area have suffered from a reliance on biased historical sources, largely from the Classical World. This course uses archaeological data to re-examine the Achaemenid Empire in a global context. This data is examined through a methodological framework that emphasizes comparative studies of ancient and more recent Empires in Africa, the Americas, South Asia and the Mediterranean. Counts toward Middle East Studies.

ARCH B398 Senior Seminar
A. Lindenlauf
A weekly seminar on topics to be determined with assigned readings and oral and written reports. Suggested topic: Landscapes in the Mediterranean.

ARCH B399 Senior Seminar
A. Donohue
A weekly seminar on common topics with assigned readings and oral and written reports.

ARCH B403 Supervised Work
P. Magee

ARCH B501 Greek Vase Painting
A. 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.
ARCH B505 Topics in Ancient Athens
A. Lindenlauf
This is a topics course. Topics vary. Previous topics include: Monuments and Art, the Acropolis.

ARCH B508 Ceramic Analysis
Staff
Pottery is fundamental for establishing the relative chronology of archaeological sites and past human behavior. Included are theories, methods and techniques of pottery description, analysis, and interpretation. Topics are typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory in the collection.

ARCH B516 Trade and Transport in the Ancient World
P. 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.

ARCH B530 Archaeological Theory and Method
Staff
A history of archaeology from the Renaissance to the present with attention to the formation of theory and method; special units on gender and feminist theory and post-modern approaches.

ARCH B552 Egyptian Architecture: New Kingdom
M. Ateş
A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.

ARCH B570 Geoarchaeology
P. Magee/D. Barber
Societies in the past depended on our human ancestors’ ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

ARCH B605 The Concept of Style

ARCH B622 Classical Conception of the Human Figure
Staff
The representation of the human figure is so central to the art of the West that it is easy to accept it as a natural and inevitable concern and to overlook the problems it raises. This seminar will focus on some of the fundamental artistic, cultural and ideological issues surrounding the conceptions of the human form in classically based representations. The material to be considered will range from the art and literature of classical antiquity through contemporary critical approaches. Post-antique, non-classical and non-Western traditions perspectives are welcome. Proposed topics include: knowledge of the human body (including medical texts); individual and type; physiognomic analysis, proportions and canons; the ideal; representations of mental states; representation of movement (including drama and dance); anthropomorphism and the divine; masks; and costume, and alterations.

ARCH B623 On the trail of Alexander the Great
Staff
This course explores the world of Alexander the Great and the Hellenistic world based on a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander’s campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in Classical Archaeology or permission of the instructor.

ARCH B625 Historiography of Ancient Art
A. Donohue
Our understanding of the material culture of classical antiquity and related civilizations, including the post-antique West, rests on information and interpretive frameworks derived from ancient texts. This pro-seminar explores how the history of ancient art has been and continues to be written, with emphasis on the ancient texts, their historical and intellectual contexts, and the uses to which they have been put in a variety of historical formulations from antiquity through modern times.

ARCH B632 Aegean Prehistory: Early and Middle Minoan Crete

ARCH B634 Problems in Greek Art

ARCH B636 Mycenaean Archaeology
Staff
An intensive survey of the archaeology of Late Bronze Age Greece focusing on the sites of the Mycenaean culture.

ARCH B638 Archaeology of Assyria
M. Ateş
A seminar focused on the art and architecture of the Neo-Assyrian Empire (883-612 BCE). Emphasis will be on the cities, palaces, and decorative programs of the major Neo-Assyrian kings.

ARCH B639 Iron Age
P. Magee
In this course we examine the archaeology of Iran and its neighbors to the south, north and east from circa 1300 to 300 B.C. Through an analysis of archaeological data, we will examine questions related to subsistence strategies, trade and the response to imperial powers. The course incorporates an examination of the archaeology of the Achaemenid Empire.

ARCH B652 Ancient Egyptian Architecture: The New Kingdom
Staff
A proseminar that concentrates on the principles of ancient Egyptian monumental Architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.

ARCH B669 Ancient Greece and the Near East
Staff
Approaches to the study of interconnections between Ancient Greece and the Near East, mainly in the Iron Age, with emphasis on art, architecture and intellectual perspective.

ARCH B672 Archaeology of Rubbish

ARCH B673 Thera Mycenae, Knossos

ARCH B680 Problems in the Archaeology of Mesopotamian

ARCH B692 Archaeology of Achaemenid Era
Staff
The course explores the archaeology of the Achaemenid Empire. It will be offered in conjunction with Professor Lauren Ristvet (UPENN) and will cover the archaeology of the regions from Libya to Ind is from 538 to 332 C.E. Students will be expected to provide presentations as well as written work.

ARCH B696 Kingship and Early States
Staff
A Comparative study of the origin of kingship and the rise of states in the ancient Near East and Egypt with special attention to the iconography and textual sources of kingship and statehood.

ARCH B701 Supervised Work
A. Donohue/M. Ataie/P. Magee/A. Lindenlauf
Offered in Spring 2013
The Classics department (in cooperation with the Bryn Mawr department of Greek, Latin, and Classical Studies) offers instruction at all levels in Greek and Latin language and literature. In addition, courses in Classical Studies provide opportunities to study ancient history, literature, and culture in English translation. Since the study of Greek and Roman civilization includes work in a number of different disciplines, courses of interest to the student of Classics may also be found in a variety of departments at Haverford and Bryn Mawr (Archaeology, Comparative Literature, History, Philosophy, and Religion). The major programs in Classics reflect the diversity of the field: students may major in Classical Languages (Greek and Latin), Greek or Latin (with a related modern field), or Classical Culture and Society. Majors are encouraged to study abroad in either Athens or Rome during a semester of their junior year.

CLASSICS FACULTY
William R. Kenan Jr. Professor of Classics and Comparative Literature Deborah H. Roberts, Chair
Associate Professor Bret Mulligan
Assistant Professor Robert Germany
Visiting Assistant Professor Sydnor Roy
Visiting Assistant Professor William Tortorelli

CLASSICS MAJOR REQUIREMENTS

Classical Languages: Eight semester courses beyond the elementary level divided between Greek and Latin, of which at least two in each language must be at the 200 level or above, completion of the Classics Department reading list, and Senior Seminar (398/399).

Greek or Latin: Six semester courses beyond the elementary level in one ancient language, of which at least four must be at the 200 level or above; completion of the Classics Department reading list; Senior Seminar (398/399); a minimum of three semester courses beyond the introductory level in a related field (another language, archaeology, comparative literature, English, history, religion, philosophy).

Classical Culture and Society: Two courses in either Latin or Greek beyond the elementary level; one course in Greek or Roman history; three courses, at least two of which must be at the 200 level or above, in one of the following concentrations: archaeology and art history, history and society, literature and the classical tradition, philosophy and religion; three electives dealing with classical antiquity, at least one of which must be at the 200 level or above, and at least one of which (except in the case of history and society concentrators) must be drawn from courses in history and society; completion of the Classics Department reading list; Senior Seminar (Classics 398/399).

CLASSICS MINOR REQUIREMENTS

Greek or Latin: Six semester courses in the language, of which at least two must be at the 200 level or above. The number of required courses may be reduced for those who are already beyond the elementary language when they begin the minor.

Classical Culture and Society: Six courses drawn from the range of courses counted towards Classical Culture and Society are required. Of these, two must be in Greek or Latin at the 100 level or above and at least one must be Classical Culture and Society at the 200 level.

CLASSICS REQUIREMENTS FOR HONORS

Superior performance in course work and the senior thesis constitutes the basis for Departmental Honors.

CLASSICS COURSES

293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
D.Roberts
An exploration of the theory and practice of translation (both historical and current) and of other forms of rewriting. Theoretical readings include works by Dryden, Schleiermacher, Arnold, Benjamin, Venuti, and others; examples of translation will be drawn from a variety of texts in different languages. Students will have the opportunity to work on translation projects of their own. Prerequisite: Students must be at least at the intermediate level in at least one language other than English.

COURSES IN GREEK LANGUAGE AND LITERATURE

001 ELEMENTARY GREEK HU
R.Germany
Introduction to ancient Greek, with selected readings in poetry and prose. This is the first semester of a year-long course. Typically offered every Fall.
002 ELEMENTARY GREEK HU
R. Germany
Completion of the basics of ancient Greek, followed by readings in Lysias and Plato. This is the second semester of a year-long course. Typically offered every Spring.

101 INTRODUCTION TO GREEK LITERATURE: HERODOTUS AND GREEK LYRIC HU
D. Roberts
Introduction to the study of Greek literature through readings in Herodotus' Histories and selections of Greek lyric poetry. Emphasis will be on developing reading skills and on critical interpretation and discussion. Prerequisite: Greek 001-002 or the equivalent. Typically offered yearly in alternation with Bryn Mawr.

102 INTRODUCTION TO GREEK POETRY: HOMER HU
B. Mulgrew
Readings in Homer's Iliad or Odyssey, with critical interpretation and discussion. Prerequisite: Greek 101 or equivalent. Typically offered yearly in alternation with Bryn Mawr.

201 ADVANCED GREEK: PLATO AND THUCYDIDES (TAUGHT AS Bryn Mawr GREEK 201) HU
R. Edmonds
Reading Plato’s Symposium and Thucydides’ history of the Sicilian Expedition. Typically offered every Fall at Bryn Mawr.

202 ADVANCED GREEK: TRAGEDY HU
D. Roberts
Two Greek tragedies and readings in Aristotle's Poetics. Prerequisite: Greek 101-102 or the equivalent. Typically offered yearly in alternation with Bryn Mawr.

350 SEMINAR IN GREEK LITERATURE HU
Staff
An advanced seminar in Greek language and literature, with special emphasis on the interpretation and discussion of texts in Greek and the reading of relevant scholarship. Topic to be determined by faculty; topics of recent seminars include: "Plato and the Sophists" and "Translating the Classics: Theory, History, Practice". May be repeated for credit. Prerequisite: At least one 200-level Greek course or consent. Offered occasionally.

480 INDEPENDENT STUDY HU
Staff
Offered occasionally.

COURSES IN LATIN LANGUAGE AND LITERATURE

001 ELEMENTARY LATIN HU
W. Tortorelli
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. Typically offered every Spring.

002 ELEMENTARY LATIN HU
W. Tortorelli
Completion of the introduction to the Latin language, with readings in prose (especially Cicero and Sallust on the Catilinarian Conspiracy) and poetry (especially Ovid and Vergil). Prerequisite: LATN 001 or equivalent. Typically offered every Fall.

101 INTRODUCTION TO LATIN LITERATURE: THE LANGUAGE OF LOVE AND HATE IN THE ROMAN REPUBLIC HU
W. Tortorelli
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: One year of college Latin or very strong high school preparation. Typically offered every Fall.

102 INTRODUCTION TO LATIN LITERATURE: COMEDY HU
R. Germany
Deepening acquaintance with Latin language and literature through close reading of a Roman comedy. Review of Classical Latin grammar by comparison with Archaic Latin. Additional emphasis on colloquial Latin, meter, stagecraft, and reception. Class will stage a public performance! Prerequisite: Latin 101 or BMC 003 or very strong HS prep. Typically offered every Spring.

201 ADVANCED LATIN LITERATURE: VERGIL HU
S. Roy
Readings in Vergil’s Eclogues, Georgics, and/or Aeneid. Prerequisite: Latin 101-102 or the equivalent. Typically offered in alternate years.

202 ADVANCED LATIN LITERATURE: OVID’S LOVE POETRY HU
S. Roy
Focuses on the culminating works of the Latin Elegiac tradition "Ovid’s Amores and Ars Amatoria" and their engagement with questions of genre, poetics, subjectivity, fiction, and truth. Selections from other Roman elegists and important scholarship will be read in English. Prerequisite: Latin 101-102 or the equivalent. Typically offered in alternate years.
350 SEMINAR IN LATIN LITERATURE HU
Staff
An advanced seminar in Latin language and literature, with special emphasis on the interpretation and discussion of texts in Latin and the reading of relevant scholarship. Topic to be determined by faculty; recent topics have included "Poetry and Patronage in Flavian Rome" and "Translating the Classics: Theory, History, Practice." May be repeated for credit. Prerequisite: At least one 200-level Latin course or consent. Offered occasionally.

480 INDEPENDENT STUDY HU
Staff
Offered occasionally.

COURSES IN CLASSICAL STUDIES NOT REQUIRING GREEK OR LATIN

119 CULTURE AND CRISIS IN THE GOLDEN AGE OF ATHENS HU
R. Germany
Introduction to classical culture through a study of the Athenian achievement in literature, politics and philosophy from the Persian Wars to the trial and death of Socrates, largely through primary sources. The last third of the semester will feature an open-ended, student-led simulation of the aftermath of the Peloponnesian Wars, in which students will debate social reconciliation after the expulsion of the tyrants, the organization of Athenian government, the expansion of citizenship, the future of the Athenian empire, and the fate of Socrates. Typically offered in alternate years.

121 THE ROMAN REVOLUTION HU
Staff
An introduction to the literature and culture of ancient Rome, focusing on the transformative period of the late republic and early principate, including topics such as the Romans’ self-image, religion, sex and gender, and the relationship between art and politics. Typically offered in alternate years.

209 CLASSICAL MYTHOLOGY HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND RELIGION)
B. Mulligan
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. Typically offered in alternate years.

212 REFASHIONING THE CLASSICS: ANCIENT LITERATURE AND MODERN WRITERS HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
D. Roberts
An exploration of the uses of Greek and Latin literature in later writers, with attention to particularly influential ancient authors (Homer, Vergil, Ovid, and others), to a range of modern authors, and to the varieties of literary influence and intertextuality. Offered occasionally.

213 TRAGEDY AND THE TRAGIC: SUFFERING, REPRESENTATION, AND RESPONSE HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
D. Roberts
This course, an exploration of tragedy and the tragic from ancient Greece to the present, is concerned with tragedy as a kind of drama, with the idea of the tragic as manifested in a variety of cultural contexts and forms, and with critiques of tragedy. Offered occasionally.

215 TALES OF TROY HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
B. Mulligan
An introduction to the myth of the Trojan War and its role in the history of western literature and culture, focusing on the development and adaptation of the myth in literature, art, music, and film from antiquity to the present day. Offered regularly.

219 RITES OF LAUGHTER: ANCIENT COMEDY AND ITS LEGACY HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
R. Germany
A survey of Greek and Roman comic theater, from its ritual origins to its classical role in civic cultural life. Special emphasis will be given to related modern forms of entertainment and to ancient and modern theories of the comic. Offered regularly.

221 THE ANCIENT NOVEL HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
R. Germany
An exploration of the earliest prose fiction in the Western literary tradition in relation to other ancient genres and to the early modern novel, with attention to formulations of gender, heroism, truth, love, and violence. Offered regularly.
290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY HU
(CROSS-LISTED IN COMPARATIVE LITERATURE AND ENGLISH)
D. Roberts
In this course we investigate central texts in literary theory from the Greeks to early nineteenth-century Europe, with attention to key critical terms and concepts. Topics of discussion include the nature and origin of literary creation, socio-political ideas about the function of poetry and the poet, mimetic models of literature, the roles of art and nature, literature in relation to its audience, theories of genre, defenses of poetry, allegorical interpretation, the idea of the sublime, definitions of the imagination, poetic language, and the application of critical theory to particular texts. Readings include selections from: Plato, Aristotle, Horace, Longinus, Dante, Augustine, Sidney, Corneille, Dryden, Pope, De Stael, Johnson, Wollstonecraft, Wordsworth, Coleridge, Keats, and Shelley. Requirements include 5 short papers and a final exam. Not open to first-year students. Prerequisite: Sophomore standing or above. Typically offered in alternate years.

398 SENIOR SEMINAR HU
R. Germany
A bi-college, team-taught 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. Typically offered yearly in alternation with Bryn Mawr.

399 SENIOR SEMINAR HU
Staff
Independent work on the senior thesis and meetings with the thesis advisor. Typically offered every Spring.

460 TEACHING ASSISTANT HU
Staff

480 INDEPENDENT STUDY HU
Staff
Offered occasionally.
COMPARATIVE LITERATURE

The study of comparative literature situates literature in an international perspective, examines connections between literary history, literary criticism, critical theory, and poetics, and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are philosophy, history, religion, classical and area studies, anthropology, African and Africana Studies, gender studies, cultural studies, music, and the history of art.

Comparative literature students are required 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 considering graduate work in comparative literature should also be studying a second foreign language.

COMPARATIVE LITERATURE STEERING COMMITTEE

At Haverford College:
Barbara Riley Levin Professor of Spanish and Comparative Literature Israël Burshatin, Chair
William E. Kenan, Jr. Professor of Classics and Comparative Literature Deborah Roberts
Associate Professor of Spanish Roberto Castillo
Associate Professor of English Maud McInerney
Associate Professor of German Ulrich Schönherr
Associate Professor of French David Sedley
Associate Professor of Religion Travis Zadeh
Assistant Professor of German Imke Brust

At Bryn Mawr College:
Fairbanks Professor in the Humanities and Professor of German and Comparative Literature Azade Seyhan
Professor of Russian and Comparative Literature Elizabeth C. Allen
Professor of Spanish María Cristina Quintero
Associate Professor of French Francis Higginson
Associate Professor of Italian Roberta Ricci
Assistant Professor of English Hoang Tan Nguyen

COMPARATIVE LITERATURE MAJOR REQUIREMENTS

Comparative Literature 200: Introduction to Comparative Literature, normally taken by the spring of the sophomore year; six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one); at least two of these (one in each literature) must be at the 300 level or above, or its equivalent as approved in advance by the advisor; one course in critical theory; two electives in comparative literature; Comparative Literature 398: Theories and Methods in Comparative Literature; and 399: Senior Seminar in Comparative Literature. Courses in comparative literature may be drawn from a variety of departments. A listing of current course appears each year in the Tri-College Course Guide. Students interested in pursuing a comparative literature major should discuss their preparation and program of courses with the comparative literature chairperson early in their first or second year at the college.

COMPARATIVE LITERATURE MINOR REQUIREMENTS

Comparative Literature 200 and 398, plus four advanced literature courses in the original languages (normally at the 200 level or above) divided between two literature departments, of which English may be one. At least one course of these four must be at the 300 level. Students who minor are encouraged to choose their national literature courses from those with a comparative component.

COMPARATIVE LITERATURE REQUIREMENTS FOR HONORS

Students who, in the judgment of the Steering Committee in Comparative Literature, have done distinguished work in their comparative literature courses and in the Senior Seminar will be considered for Departmental Honors.
COMPARATIVE LITERATURE COURSES

200 INTRODUCTION TO COMPARATIVE LITERATURE HU
U.Schoenherr
The course offers a comprehensive reconstruction of literature from the Renaissance period to the present, by focusing on a) the changing relationship between literature and religion, b) the construction of identities (class, gender, race), c) the representation of history, and d) models of literary self-referentiality. In addition, the class will introduce a variety of literary and cultural theories necessary for the analysis of (non)fictional texts.

203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
A.Huberman
Prerequisite: SPAN 102, placement, or consent of the instructor.

205 STUDIES IN THE SPANISH AMERICAN NOVEL HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
R.Castillo Sandoval
Prerequisite: SPAN 102, placement, or consent of the instructor. Typically offered in alternate years.

207 FICTIONS OF SPANISH AMERICAN HISTORY HU (CROSS-LISTED IN SPANISH)
R. Castillo Sandoval
Prerequisite: Spanish 102, placement, or consent of the instructor.

209 CLASSICAL MYTHOLOGY HU (CROSS-LISTED IN CLASSICAL STUDIES AND RELIGION)
B.Mulligan
Typically offered in alternate years.

210 SPANISH AND SPANISH AMERICAN FILM STUDIES HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
G.Michelotti
Prerequisite: SPAN 102, placement, or consent of the instructor.

211 INTRODUCTION TO POSTCOLONIAL LITERATURE HU (CROSS-LISTED IN ENGLISH)
R.Mohan
Typically offered in alternate years.

212 REFASHIONING THE CLASSICS: ANCIENT LITERATURE AND MODERN WRITERS HU (CROSS-LISTED IN CLASSICAL STUDIES)
D.Roberts
Offered occasionally.

213 INVENTING [THE] ENGLISH HU (CROSS-LISTED IN ENGLISH AND LINGUISTICS)
M.McInerney
Typically offered in alternate years.

218 THE WESTERN DRAMATIC TRADITION HU (CROSS-LISTED IN ENGLISH)
K.Benston
Typically offered in alternate years.

219 RITES OF LAUGHTER: ANCIENT COMEDY AND ITS LEGACY HU (CROSS-LISTED IN CLASSICAL STUDIES)
R.Germany
Prerequisite: None.

220 THE EPIC IN ENGLISH HU (CROSS-LISTED IN ENGLISH)
M.McInerney

221 THE ANCIENT NOVEL HU (CROSS-LISTED IN CLASSICAL STUDIES)
R.Germany
Offered regularly.

222 RETHINKING LATIN AMERICA IN CONTEMPORARY NARRATIVE HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
A.Gomez Unamuno
Prerequisite: Spanish 102, placement, or consent.

223 WORKING THROUGH THE HOLOCAUST PAST IN GERMAN DRAMA & FILM HU (CROSS-LISTED IN GERMAN)
I.Brust

224 POLITICAL ACTION IN GREEK AND LATIN LITERATURE HU (CROSS-LISTED IN CLASSICAL STUDIES)
Staff

228 THE LOGOS AND THE TAO HU (CROSS-LISTED IN PHILOSOPHY AND EAST ASIAN STUDIES)
K.Wright
Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

230 BEAUTY, RHETORIC, AESTHETICS, PHILOSOPHY HU (CROSS-LISTED IN INDEPENDENT COLLEGE PROGRAMS AND PHILOSOPHY)
J.Muse
235 SPANISH AMERICAN THEATER HU (CROSS-LISTED IN SPANISH)
G. Michelotti
Prerequisite: SPAN 102, placement, or consent of the instructor.

240 AS THE WORLD TURNED: MILTON AND EARLY MODERN REVOLUTIONS HU (CROSS-LISTED IN ENGLISH)
D. Sedley
Prerequisite: Freshman Writing
Offered occasionally.

241 ANTHROPOLOGY OF THE MEDITERRANEAN SO (CROSS-LISTED IN ANTHROPOLOGY AND LATIN AMERICAN AND IBERIAN STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)
L. Hart
Typically offered in alternate years.

243 TRANS-ATLANTIC EXCHANGES: CONVERSION & REVOLUTION IN BRITAIN HU (CROSS-LISTED IN ENGLISH)
L. McGrane
Typically offered in alternate years.

248 THE QURAN HU (CROSS-LISTED IN RELIGION AND MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh

249 LITERATURE AND COGNITION HU (CROSS-LISTED IN LINGUISTICS)
D. Altshuler
Prerequisite: One 100 level course or consent of instructor.

250 QUIXOTIC NARRATIVES HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
I. Burshatin

251 MUSIC, FILM, AND NARRATIVE HU (CROSS-LISTED IN MUSIC)
R. Freedman
Prerequisite: Music 203 or equivalent knowledge of music theory.

253 WORDS AND MUSIC HU (CROSS-LISTED IN MUSIC)
A. Oster
Prerequisite: One 100-level course in Music or consent.

255 CINEMA ET COLONIALISME HU (CROSS-LISTED IN FRENCH AND AFRICAN AND AFRICANA STUDIES)
K. Anyintefa

262 EUROPEAN FILM HU (CROSS-LISTED IN GERMAN)
I. Brust

266 IBERIAN ORIENTALISM AND THE NATION HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES AND AFRICAN AND AFRICANA STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)
I. Burshatin
Prerequisite: Freshman Writing or Span 102 or consent.

271 HU (CROSS-LISTED IN MUSIC)
R. Freedman

278 CHRISTIAN THOUGHT FROM MODERNITY TO POST-MODERNITY [A, B] HU (CROSS-LISTED IN RELIGION)
J. Heckart
Offered occasionally.

289 CHILDREN’S LITERATURE HU
D. Roberts
This course investigates the beginnings, selected historical developments, and some of the varieties of literature for children, and asks questions about the distinctiveness of such literature, its aims and its presumed readership, and the applicability of particular theoretical approaches to children's books. We will look at folk tale and fairy tale, early examples of literature specifically for children, some particularly influential texts, and examples from several sub-genres of children's literature; we will also spend a week each on picture books and poetry for children. Discussion will focus both on the texts themselves and on critical issues of various kinds. Prerequisite: Sophomore standing or above. Preference to COML majors, ENGL majors, and those minoring in EDUC or Teacher Cert Pgm.

290 HISTORY OF LITERARY THEORY: PLATO TO SHELLEY HU (CROSS-LISTED IN CLASSICAL STUDIES AND ENGLISH)
D. Roberts
Prerequisite: Sophomore standing or above. Typically offered in alternate years.

293 TRANSLATION AND OTHER TRANSFORMATIONS: THEORY AND PRACTICE HU (CROSS-LISTED IN CLASSICAL STUDIES)
D. Roberts
An exploration of the theory and practice of translation (both historical and current) and of other forms of rewriting. Theoretical readings include works by Dryden, Schleiermacher, Arnold, Benjamin, Venuti, and others; examples of translation will be drawn from a variety of texts in different languages.
Students will have the opportunity to work on translation projects of their own. **Prerequisite:** Students must be at least at the intermediate level in at least one language other than English.

295 INTERPRETATION AND THE OTHER: MEANING, UNDERSTANDING AND ALTERITY HU (CROSS-LISTED IN ENGLISH AND PHILOSOPHY AND RELIGION)
D. Dawson, S. Finley
Offered occasionally.

301 TOPICS IN MIDDLE ENGLISH: SEX & GENDER IN THE MIDDLE AGES HU (CROSS-LISTED IN ENGLISH AND GENDER AND SEXUALITY STUDIES)
M. McInerney

302 SPEAKING IN TONGUES HU (CROSS-LISTED IN ENGLISH AND GENDER AND SEXUALITY STUDIES)
L. Reckson

306 OF MONSTERS AND MARVELS: WONDER IN ISLAMIC TRADITIONS HU (CROSS-LISTED IN RELIGION AND MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh
**Prerequisite:** Consent

308 MYSTICAL LITERATURES OF ISLAM HU (CROSS-LISTED IN RELIGION AND MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh

312 ADVANCED TOPICS HU (CROSS-LISTED IN FRENCH)
D. Sedley

318 THE WESTERN DRAMATIC TRADITION HU (CROSS-LISTED IN ENGLISH)
K. Benston
**Prerequisite:** Two courses in English at the 200 level or permission of instructor. Typically offered in alternate years.

319 INTERMEDIATAL transformations: musicacoisic ImAGinAtions in literature and film HU (CROSS-LISTED IN GERMAN AND MUSIC AND GENDER AND SEXUALITY STUDIES)
U. Schaumber
**Prerequisite:** One 200-level course in the Humanities

320 SPANISH AMERICAN COLONIAL WRITINGS HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
R. Castilla Sanzbel

**Prerequisite:** A 200 level course or consent of the instructor.

321 LITERATURE & MEDIA: FROM PRINT CULTURE TO WEB 2.0 HU (CROSS-LISTED IN GERMAN AND AFRICAN AND AFRICANA STUDIES)
I. Brust

322 POLITICS OF MEMORY IN LATIN AMERICA HU (CROSS-LISTED IN SPANISH)
A. Gomez Unamuno

323 INQUIRING MINDS: INQUISITION, WRITING, AND THE EARLY MODERN SUBJECT HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
I. Burshatin
**Prerequisite:** Spanish 200-level or consent of the instructor

331 TOPICS IN 20TH C. CONTINENTAL PHILOSOPHY: TOPIC FOR 2010/11: DELEUZE AND GUATTARI HU (CROSS-LISTED IN PHILOSOPHY)
J. Delpech-Ramsey
**Prerequisite:** One 200-level Phil course and Junior standing or consent.

334 GENDER DISSIDENCE IN HISPANIC WRITING HU (CROSS-LISTED IN SPANISH AND GENDER AND SEXUALITY STUDIES AND LATIN AMERICAN AND IBERIAN STUDIES)
I. Burshatin
**Prerequisite:** A 200 level course or consent of the instructor.

343 THE LATIN AMERICAN CITY AND ITS NARRATIVES. HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
G. Michelotti
**Prerequisite:** A 200 level course, or consent of the instructor.

351 WRITING AND SOCIAL CONSTRUCTION OF SUBJECTIVITY SO (CROSS-LISTED IN ANTHROPOLOGY)
Z. Ngwane
**Prerequisite:** Anthropology 103 and Anthropology 303

352 TOPICS IN THE PHILOSOPHY OF LANGUAGE: METAPHOR, MEANING AND THE DIALOGICAL MIND HU (CROSS-LISTED IN PHILOSOPHY)
A. Gangadean
Prerequisite: One Phil course at the 200 level and Junior standing. Typically offered in alternate years.

357 TOPICS IN AESTHETICS, TOPIC FOR 2011/12: THE APOLLINE AND THE DIONYSIAC CREATIVE DRIVES HU (CROSS-LISTED IN PHILOSOPHY)
K. Wright
Prerequisite: One 200-level philosophy course and Junior standing, or consent.

359 MUSIC - TEXT - PERFORMANCE HU (CROSS-LISTED IN GERMAN AND GENDER AND SEXUALITY STUDIES)
U. Schoenherr
Prerequisite: One 200-level course in the Humanities.

377 PROBLEMS IN POSTCOLONIAL LITERATURE: VIOLENCE, TERROR, AND IDENTITY HU (CROSS-LISTED IN ENGLISH AND GENDER AND SEXUALITY STUDIES)
R. Mohan
Typically offered in alternate years.

381 TEXTUAL POLITICS: MARXISM, FEMINISM, AND THE DECONSTRUCTION HU (CROSS-LISTED IN ENGLISH AND GENDER AND SEXUALITY STUDIES)
G. Studler
Offered occasionally.

382 ON THE SUBLIME HU (CROSS-LISTED IN ENGLISH)
D. Sherman
Offered occasionally.

385 POPULAR CULTURE, CULTURAL IDENTITY AND THE ARTS IN LATIN AMERICAN HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
R. Castillo Sandoval
Prerequisite: A 200-level course or consent of instructor.

388 PROBLEMS IN NARRATIVE: OBSESSION, TRAUMA, HYSTERIA, OBLIVION, BLISS HU (CROSS-LISTED IN ENGLISH)
K. Benston
Prerequisite: Two courses in Engl at 200 level or consent.

389 PROBLEMS IN POETICS: THE INTERPRETATION OF LYRIC HU (CROSS-LISTED IN ENGLISH)
K. Benston
Prerequisite: Two courses in English at the 200 level or permission of instructor

390 THE PAST IS NOT A FOREIGN COUNTRY: REPRESENTATION OF

397 THE FICTIONS OF ROBERTO BOLANO AND THE RENEWAL OF THE LATIN AMERICAN NOVEL HU (CROSS-LISTED IN SPANISH AND LATIN AMERICAN AND IBERIAN STUDIES)
R. Castillo Sandoval
Prerequisite: At least 2 previous courses in Spanish at the 200-level or permission from the instructor

399 SENIOR SEMINAR HU
D. Roberts
Oral and written presentations of work in progress, culminating in a senior thesis and comprehensive oral examination.

COURSES OFFERED AT BRYN MAWR COLLEGE

200 Introduction to Comparative Literature

211 Primo Levi, the Holocaust, and its Aftermath (Also called Italian 211, Hebrew 211)

212 Borges y sus lectores (Also called Spanish 211)

213 Approches théoriques (Also called French 213)

216 Interpreting Myths (Also called Classical Studies 210)

230 The Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain (Also called Italian 231 and Spanish 230)

231 Cultural Profiles in Modern Exile (Also called Anthropology & German 231)

234 Postcolonial Literature in English (Also called English 234)

327 Latino Dictator Novels in the Americas (Also called English 237)

238 Topics: History of Cinema—Silent Film: US to Russia (Also called English 238 and Russian 238)
240 Literary Translation Workshop (Also called English 240)

245 Approaches to German Literature/ Culture: Nation & Identity: Postwar Austria (Also called German 245)

260 Ariel/ Caliban/ el discurso americano (Also called Spanish 260)

279 Introduction to African Literature (Also called English 279)

293 The Play of Interpretation (Also called German 293)

308 Spanish Drama of the Golden Age (Also called Spanish 308)

312 Crimen y Detectives Narrativa Hispánica (Also called Spanish 312)

323 Culture and Interpretation (Also called Philosophy 323)

345 Topics in Narrative Theory (Also called English 345)
**COMPUTER SCIENCE**

Computer Science is the representation and manipulation of information - the study of the theory, analysis, design, and implementation of the data structures that represent information and the algorithms that transform them. Computer Science is interdisciplinary, with roots in mathematics, physics and engineering, and with applications in virtually every academic discipline and professional enterprise.

Computer Science at Haverford College (www.cs.haverford.edu) emphasizes these fundamental concepts in conjunction with depth of thought and clarity of expression. This approach is consistent with the principles of scientific education in the liberal arts. The aim is to provide students with a base of skills and capabilities which transcend short-term fashions and fluctuations in computer hardware and software. Computer Science offers a Major, a Concentration for Mathematics Majors, a Concentration for Physics Majors, and a Minor. Computer Science also contributes substantially to the Concentration in Scientific Computing. Details of these programs are given at www.cs.haverford.edu/curriculum.

**COMPUTER SCIENCE FACULTY**
Professor Steven Lindell
Associate Professor David G. Wonnacott
Associate Professor and Lab Coordinator John P. Dougherty
Visiting Assistant Professor Sorelle Friedler

**Affiliated Faculty**
Professor of Mathematics Lynne Butler
J. McClain King Professor of Mathematics Curtis Greene
William H. and Johanna A. Harris Distinguished Professor of Computational Science Robert Manning
Professor of Biology Philip M. Meneely
Professor of Physics Walter Smith
Associate Professor of Physics Peter Love

At Bryn Mawr College:
Professor Deepak Kumar
Associate Professor Douglas Blank
Associate Professor Dianna Xu

**COMPUTER SCIENCE MAJOR**

**REQUIREMENTS**

2. Computer Science/Math 231 (Discrete Mathematics).
3. Either Computer Science 240 or 245, 340, and 345.
4. Computer Science 350 or 355 or 356.
   One additional 300 level course in computer science, and two additional courses numbered 200 or higher (or related courses in math or physics).
5. Computer Science 480 project and paper.

**COMPUTER SCIENCE CONCENTRATION FOR MATHEMATICS MAJORS**

**REQUIREMENTS**

2. Either Computer Science 240 or 245.
3. Either Computer Science 340 or 345.
4. One additional computer science course numbered 300 or higher.
5. One additional computer science course numbered 200 or higher, or a related course in mathematics or physics (such as Math 203, 210, 218, 231, 235, 236, 237, 250, or Physics 316, 322).

**COMPUTER SCIENCE CONCENTRATION FOR PHYSICS MAJORS**

**REQUIREMENTS**

Computer Science 105 and 106, Physics 316 (Electronic Instrumentation and Computers).

1. Either Physics 322 (Solid State Physics) or Computer Science/Physics 304 (Computational Physics).
2. Two additional courses numbered 200 or higher chosen from the Haverford or Bryn Mawr computer science programs.

**COMPUTER SCIENCE FOR MATHEMATICS MAJORS**

**REQUIREMENTS**

2. Either Computer Science 240 or 245.
3. Either Computer Science 340 or 345.
4. One additional computer science course numbered 300 or higher.
5. One additional course numbered 200 or higher, or a related course in mathematics or physics (such as Math 203, 210, 218, 231, 235, 236, 237, 250, or Physics 316, 322).

**CONCENTRATION IN SCIENTIFIC COMPUTING**

For Mathematics, Physics, Chemistry, Biology, Economics and Astronomy majors:
see the separate section in this catalog.

**COMPUTER SCIENCE MINOR**

**REQUIREMENTS**

2. Computer Science/Math 231 (Discrete Mathematics).
3. Either Computer Science 240 and (355 or 356), or Computer Science 245 and 350.
4. Either Computer Science 340 or 345.

**COMPUTER SCIENCE COURSES**

**100 THE WORLD OF COMPUTING**

J. Dougherty

Survey of fundamental ideas in computing (user interfaces, algorithms, translation, history, Internet and Web, limits of computation, artificial intelligence, social implications, accessibility), with a weekly laboratory/discussion section and a term project to extend course concepts and demonstrate quantitative reasoning. **Prerequisite:** none. **Does not count toward the major. Typically offered in alternate years.**
101 FLUENCY WITH INFORMATION TECHNOLOGY NA/QU
S.Friedler
A study of the skills, concepts and capabilities involve in the design, implementation and effective use of information technology. Using a variety of quantitative techniques, we will explore a range of uses of information technology in various fields. Does not count toward the major. Typically offered in alternate years.

105 INTRODUCTION TO COMPUTER SCIENCE NA/QU
S.Friedler
Introduction to the intellectual and software tools used to create and study algorithms: formal and informal problem specification; problem solving and algorithm design techniques; reliability, proofs, and testing techniques; program clarity, complexity and efficiency; functional and imperative paradigms; associated programming skills. Weekly programming laboratory section. Prerequisite: Students must attend one, one-hr. lab per wk. Typically offered every Fall.

106 INTRODUCTION TO DATA STRUCTURES NA/QU
Staff
Prerequisite: CMSC 105 (or 110 at Bryn Mawr) or consent. Students must attend one 60 min. lab per wk. Typically offered every Spring.

130 FOUNDATIONS OF RIGOROUS THINKING NA/QU
S.Lindell
Quantitative seminar to develop reasoning skills through mathematics: logic and sets. Uses symbology for abstract objects and formal methods of computing. A transition course for non-science students who might wish to do further work in computer or cognitive science. Offered occasionally.

147 A HISTORY OF MECHANIZED THOUGHT NA/QU
S.Lindell
An exploration of the history of computer and information systems, from early number systems to binary arithmetic, and from the abacus to the modern computer. Includes a laboratory which explores aspects of digital and analog computing. Offered occasionally.

187 SCIENTIFIC COMPUTING: DISCRETE SYSTEMS NA (CROSS-LISTED IN BIOLOGY)
D.Wonnacott/P.Meneely
A survey of computational techniques with applications in a variety of natural and social sciences, with an emphasis on problems involving discrete systems such as strings and networks. Computer programming is introduced in lecture, so no prior programming experience is required. First priority is to students who have declared a concentration in scientific computing; if space is available, freshmen and sophomores share the second highest priority, with juniors and seniors at the lowest priority. Prerequisite: One semester of any (social or natural) science is recommended. Offered occasionally.

215 HUMAN COMPUTER INTERACTION NA
S.Lindell
Interaction between people and machines, with a focus on how computer interfaces can be made more convenient. Issues considered will include the study of cognitive principles, foundations of perception; and guidelines for accessibility, together with safety and social implications. Prerequisite: Prerequisite: One course in Computer Science or permission of the instructor. Offered occasionally.

221 NUMBER SYSTEMS AND COMPUTER ARITHMETIC NA/QU
(CROSS-LISTED IN MATHEMATICS AND STATISTICS)
S.Lindell
The mathematical theory of discrete systems used for numerical representation, with an emphasis on modern techniques for high-speed computing. Included will be radix and residue systems; integer and floating-point representation, along with detailed coverage of algorithms for the standard arithmetic operations. Prerequisite: Math 231 (Discrete Math) or a 200-level Math course that includes proofs.

235 INFORMATION AND CODING THEORY NA (CROSS-LISTED IN MATHEMATICS AND STATISTICS)
S.Lindell
This course covers the mathematical theory of the transmission (sending or storing) of information. Included will be encoding and decoding techniques, both for the purposes of data compression and for the detection and correction of errors. Prerequisite: Math 215 (may be taken concurrently). Offered occasionally.

240 PRINCIPLES OF COMPUTER ORGANIZATION NA
J.Dougherty
Treatment of the hierarchical design of modern digital computers: boolean logic/algebra; sequential state systems; register machines; instruction sets; memory organization; assembly language programming. Lectures cover the theoretical aspects of system architecture; labs provide implementation experience via a hardware simulator. Prerequisite: CMSC 106 (or 206 at Bryn Mawr) or consent. MATH 231 recommended. Concurrent enrollment in this and two other CMSC lab courses requires permission of the instructor. Typically offered yearly in alternation with Bryn Mawr.

245 PRINCIPLES OF PROGRAMMING LANGUAGES NA
D.Wonnacott
Study of the design and implementation of modern programming languages: lexical and syntactic analysis; scoping mechanisms; run-time environments; implementation of structured, functional, object-oriented, and concurrent programming languages. Lectures cover theoretical foundations of language
design and implementation: labs provide opportunities to both use and implement language features. Prerequisite: CMSC 106 or consent. CMSC/MATH 231 strongly recommended. Students must attend one, 45 min. lab per wk. Typically offered yearly in alternation with Bryn Mawr.

287 HIGH PERFORMANCE SCIENTIFIC COMPUTING NA
J. Dougherty
Prerequisite: CMSC 106 or consent. Offered occasionally.

300 COMPUTER SCIENCE RESEARCH FOUNDATIONS NA
S. Lindell
An introduction to research skills needed for the field of computer science, designed to prepare students for senior thesis or summer research work. Prerequisite: Course open to Junior Computer Science Majors; others by permission.

304 COMPUTATIONAL PHYSICS NA/QU (CROSS-LISTED IN PHYSICS)
P. Love
Prerequisite: Jr. standing. Physics 213 and either CMSC 105 or extensive experience with a programming language or consent. Typically offered in alternate years.

340 ANALYSIS OF ALGORITHMS NA (CROSS-LISTED IN MATHEMATICS AND STATISTICS)
S. Friedler
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 and searching will be studied in detail. Prerequisite: CMSC 106. Typically offered in alternate years.

345 THEORY OF COMPUTATION NA (CROSS-LISTED IN MATHEMATICS AND STATISTICS)
S. Lindell
Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Prerequisite: CMSC/MATH 231. Students must attend one, 1/2 hr. lab per wk. Typically offered in alternate years.

350 COMPILER DESIGN NA
D. Wonnacott
An introduction to compiler design, including the tools and software design techniques required for compiler construction. Students construct a working compiler using appropriate tools and techniques in a semester-long laboratory project. Lectures combine practical topics to support lab work with more abstract discussions of software design and advanced compilation techniques. Prerequisite: CMSC 245. Students must attend one lab session per wk. Typically offered in alternate years.

356 CONCURRENCY AND CO-DESIGN IN OPERATING SYSTEMS NA
D. Wonnacott
A practical introduction to the principles of shared-memory concurrent programming and of hardware/software co-design, which together underlie modern operating systems; includes a substantial laboratory component, currently using Java’s high-level concurrency and the HERA architecture. Prerequisite: CMSC240. Typically offered in alternate years.

392 SOFTWARE DEVELOPMENT FOR ACCESSIBILITY NA
S. Friedler
Prerequisite: CMSC 106 (or 206 at Bryn Mawr) or consent. Offered occasionally.

393 PHYSICS OF COMPUTATION NA
S. Lindell
Advanced seminar covering the fundamental physical limits and potentials of computation. Prerequisite: Math 235 or Physics 303 or instructor consent. Offered occasionally.

394 SOFTWARE TOOLS FOR COMPUTER SCIENCE RESEARCH NA (CROSS-LISTED IN MATHEMATICS AND STATISTICS)
D. Lippel
Offered occasionally.

395 MOBILE DEVELOPMENT FOR SOCIAL CHANGE NA (CROSS-LISTED IN CONCENTRATION IN SCIENTIFIC COMPUTING)
S. Friedler
An advanced course focusing on standard software engineering principles, object oriented programming, event-driven and multi-threaded programming, Android-specific mobile development concepts, and designing a positive user experience in the context of a semester-long placement with a local non-profit. Prerequisite: CMSC 105 and 106.

399 SENIOR THESIS NA
S. Lindell
Taken for a half credit in both the fall and spring semesters, whose purpose is to prepare the thesis. Seminar for seniors writing theses, dealing with the oral and written exposition of advanced material. Prerequisite: senior standing.

460 TEACHING ASSISTANT NA
S. Lindell
Does not count toward the major.

480 INDEPENDENT STUDY NA
S. Friedler
The pursuit of advanced material under the direct supervision of a faculty member. Prerequisite: permission of instructor.
MATHEMATICS ELECTIVES

210 LINEAR OPTIMIZATION AND GAME THEORY NA/QU (CROSS-LISTED IN MATHEMATICS AND STATISTICS AND ECONOMICS)

C. Greene

Prerequisite: Math 215 or 115 and concurrent reg in 215. Typically offered in alternate years.

RELATED COURSES IN MATHEMATICS

203 Applied Statistics
210 Linear Optimization and Game Theory
215 Linear Algebra
218 Probability and Statistics
222 Introduction to Scientific Computing
250 Combinatorial Analysis

RELATED COURSES IN PHYSICS

316 Electronic Instrumentation and Computers
322 Solid State Physics

COMPUTER SCIENCE COURSES OFFERED AT BRYN MAWR COLLEGE

110 Introduction to Computing
120 Visualizing Information
206 Introduction to Data Structures
212 Computer Graphics
231 Discrete Mathematics
250 Computational Models in the Sciences
246 Programming Paradigms
325 Computational Linguistics
330 Algorithms: Design & Practice
355 Operating Systems
361 Emergence
371 Cognitive Science
372 Artificial Intelligence
376 Androids: Design & Practice
380 Recent Advances in Computer Science
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.

Three of the six courses required for the concentration focus exclusively on computing: one is an introduction to computer science and programming, and the other two focus on the general issues of the use of computation in a broad range of scientific disciplines. For the remaining three courses in the concentration, students choose from a list of elective courses offered by a variety of departments. These courses involve the particular use of computation relevant for that particular department.

**THE CONCENTRATION IN SCIENTIFIC COMPUTING COORDINATORS**

Associate Professor of Astronomy and Physics Peter Love, Concentration coordinator

Professor of Biology Philip Meneely, Concentration coordinator

Assistant Professor of Chemistry Josh Schrier, Concentration coordinator

Associate Professor of Computer Science John Dougherty, Concentration coordinator

Assistant Professor of Economics Indradeep Ghosh, Concentration coordinator

William H. and Johanna A. Harris Associate Professor of Computational Science Robert Manning, Concentration coordinator

**THE CONCENTRATION IN SCIENTIFIC COMPUTING REQUIREMENTS**

The concentration in scientific computing consists of six courses selected from the following list and approved by the student’s concentration advisor.

(Note: As per College rules, the CSC consists of 6 required courses. Of these 6 courses, 2-3 count toward both the student’s major and concentration. 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, CS H105 and CS B110, cannot be taken for credit.)

(A) A one-semester introduction to Computer Science and programming drawn from the following three courses: CS H105 or CS B110 (Introduction to Computer Science); CS H187 (Scientific Computing – Discrete Problems)

(B) Two courses with a focus on scientific computing from the following list:

- Math H222: Scientific Computing – Continuous Problems
- CS H106 or B206: Introduction to Data Structures
- CS B250: Computational Models in the Sciences
- one additional course from the list in part (A) above (though B110 and H105 cannot both be taken)

(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). These courses should be drawn from the following list:

- Astronomy H341: Advanced Topics in Astrophysics: Observational Astronomy
- Astronomy H342: Advanced Topics in Astrophysics: Modern Galactic Astronomy
- Astronomy H343: Stellar Structure and Evolution
- Biology H300: Superlab
- Biology H301: Advanced Genetic Analysis (1/2 credit)
- Biology H354: Computational Genomics (1/2 credit)
- Biology H357: Topics in Protein Science (1/2 credit)
- Chemistry H304: Physical Chemistry I (Statistical Thermodynamics and Kinetics)
- Chemistry H305: Physical Chemistry II (Quantum Chemistry)
- Chemistry B321: Advanced Physical Chemistry
- CS B120: Visualizing Information
- CS H225: Fundamentals of Databases
- CS H235: Information and Coding Theory
• Economics H365: Computational Methods in Economics
• Economics S032: Operations Research
• Math H204/B210: Differential Equations, in years in which it includes significant computer lab exercises involving modeling and/or simulation
• Math H210: Linear Optimization and Game Theory
• Math H218: Probability, in years in which it includes significant computer lab exercises involving modeling and/or simulation
• Math H286: Applied Multivariate Statistical Analysis
• Math H394: Advanced Topics in Computer Science and Discrete Math
• Math H397: Advanced Topics in Applied Math
• Math S056: Modeling
• Physics H304: Computational Physics
• Physics B306: Mathematical Methods in the Physical Sciences
• Physics H316: Electronic Instrumentation and Computers
• Physics S026: Chaos, Fractals, Complexity, Self-Organization, and Emergence
• Up to 1 credit of senior research (e.g., Astronomy H404, Bio H40x, Chemistry H361, CS H480, Math H399, Physics H41x), if the project has a significant focus on scientific computing

(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).
**EAST ASIAN STUDIES**

Students may complete a major in East Asian Studies, a minor in Chinese language or Japanese language, or a (non-language) minor in East Asian Studies.

The Bi-College Department of East Asian Studies (EAS) links rigorous language training to the study of East Asian culture and society. In addition to our intensive programs in Chinese and Japanese languages, the departmental faculty offers courses in East Asian philosophy, linguistics, literature, religion, social and intellectual history. The East Asian Studies program also incorporates courses by affiliated Bi-College faculty on East Asian anthropology, cities, economics, philosophy, and sociology, as well as additional courses on East Asian culture and society by faculty at Swarthmore.

The intellectual orientation of the East Asian Studies Department is primarily historical and text-based; that is, we focus on East Asia’s rich cultural traditions as a way to understand its present, through the study of primary sources (in translation and in the vernacular) and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan, and Korea are encouraged to consider the East Asian Studies major. But we also work closely with affiliated faculty in the Bi-Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as Anthropology, Economics, Political Science, Sociology, and the Growth and Structure of Cities, as well as with faculty in History, Music, Religion, and Philosophy. EAS majors are encouraged to take advantage of these programs to supplement their EAS coursework. Please consult the course guide, online or in print, for details on this year’s offerings.

**EAST ASIAN STUDIES FACULTY**

**Chairs**
Associate Professor Yonglin Jiang, Co-Chair at Bryn Mawr College  
Professor Paul Jakov Smith, Co-Chair at Haverford College

**At Bryn Mawr College**
Associate Professor Yonglin Jiang  
Assistant Professor Shiamin Kwa  
Senior Lecturer Tz’u Chang  
Lecturer Changchun Zhang  
Drill Instructor: Jingyu Zhao

**At Haverford College**
Professor of History and East Asian Studies Paul Jakov Smith, John R. Coleman Professor of Social Sciences  
Associate Professor of East Asian Studies Hank Glassman  
Associate Professor of Chinese and Linguistics  
Shizhe Huang, C. V. Starr Professorship in Asian Studies and Director of the Chinese Language Program  
Visiting Assistant Professor of Japanese Culture, Erin Kelley  
Senior Lecturer Tetsuya Sato, Director of the Japanese Language Program  
Visiting Instructors Kimiko Suzuki  
Drill Instructor Minako Kobayashi

**EAST ASIAN STUDIES MAJOR REQUIREMENTS**

1. Completion of at least the third-year level of (Mandarin) Chinese or Japanese, (i.e. 101-102). Students who entered college with native fluency in one East Asian language (including Korean) must complete this requirement with another East Asian language.

2. EAST 200B (Major Seminar: Methods and Approaches to East Asian Studies), which highlights the emergence of East Asia as a coherent cultural region and introduces students to basic bibliographic skills and research approaches.

3. Five additional courses in East Asian cultures, as follows: one 100 level Introduction (from among EAST 120, 129, 131, or 132); two 200 level courses; and two 300 level seminars.

4. A senior seminar (EAST 398, 399, culminating in the completion of a senior thesis early in the spring semester).

**EAST ASIAN STUDIES MINOR REQUIREMENTS**

The Department of East Asian Studies offers minors in both Chinese and Japanese. The requirement is six courses in either language, through at least the third year level and with at least a 3.0 course grade in each semester. The department also offers a minor in East Asian Studies, requiring any six courses in EAS exclusive of languages but including cross-listed courses taught in other departments. Of the six courses taken in fulfillment of the EAS non-language minor, at least two must be at the 200 level and at least one must be at the 300 level.

**LANGUAGE PLACEMENT TESTS**

Placement tests for first-time students at all levels are conducted in the week before classes start in the fall semester. To qualify for Third-year language courses students need to finish Second-year courses with a score of 3.0 or above in all four areas of training: listening, speaking, reading, and writing. In the event that students do not meet the
minimum grade at the conclusion of Second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision. They must take a placement test before starting Third-year language study in the fall. (Similarly, students who do not finish Third-year with a score of less than 3.0 in any of the four areas must also take a placement exam before entering Fourth-year.)

**EAST ASIAN STUDIES REQUIREMENTS FOR HONORS**

Honors in East Asian studies will be awarded by the departmental faculty on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. A 3.7 average in major-related coursework is considered the minimum necessary for consideration for honors.

**STUDY ABROAD**

The East Asian Studies Department strongly recommends study abroad to maximize language proficiency and cultural familiarity. Formal approval is required by the study abroad advisor prior to the student’s travel. Without this approval, credit for courses taken abroad will not be accepted by the East Asian Studies Department. Also, since procedures for study abroad are different for Bryn Mawr and Haverford, students should contact the relevant deans at their own colleges. Students majoring in EAS are discouraged from studying abroad during the spring of their junior year, since the Methods and Approaches Seminar EAST 200, meets then and it is best to take it as a junior. Minors and other students may go abroad fall or spring semester or for the whole year.

If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the East Asian Studies Department. These plans must be worked out in concert with the program’s study abroad advisor and the student’s dean.

**EAST ASIAN STUDIES COURSES**

Additional courses and descriptions, including cross-listed departments, can be found on the TriCo course guide.

**EAST B110, Introduction to Chinese Literature**  
S. Kwa

**EAST H120 Chinese Perspectives on the Individual and Society**  
P. Smith

**EAST B131 Chinese Civilization**  
Y. Jiang

**EAST H132 Japanese Civilization**  
E. Kelley

**EAST B200 Major Seminar: Methods and Approaches in East Asian Studies**  
P. Smith

This course introduces current and prospective majors to the scope and methods of East Asian Studies. It employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography and the formulation of research topics and approaches. It culminates in a substantial research essay. Required of East Asian Studies majors, but open to others by permission. The course should be taken before the senior year. Prerequisite: One year of Chinese or Japanese. Emphasizes visual resources.

**EAST H299 Modern Japanese Literature and Film**  
E. Kelley

**EAST H201 Introduction to Buddhism**  
H. Glassman

**EAST B206 Modern Chinese Literature and Film**  
S. Kwa

**EAST B212 Introduction to Chinese Literature (Topics rotate)**  
S. Kwa

**EAST 219 Modern and Contemporary East Asian Art and Visual Culture**  
E. Kelley

**EAST H256 Zen Thought, Zen Culture, Zen History**  
H. Glassman

**EAST 263 The Chinese Revolution, Y. Jiang**

**EAST 264 Human Rights in China**  
Y. Jiang

**EAST 265 Modern Japan**  
P. Smith

**EAST 299 Modern Japanese Literature and Film**  
E. Kelley

**EAST H310 Sex and Gender in Japanese Buddhism (Cross-listed in Religion)**  
H. Glassman

**EAST H347 Topics in East Asian History (Topics rotate)**  
P. Smith

**EAST 352 China’s Environment**  
Y. Jiang

**EAST H370 Topics in Buddhist Studies: Buddhist Visual Culture (Cross-listed in Religion)**  
H. Glassman

**EAST 380 Readings in Advanced Chinese**  
S. Kwa
EAST 382 Topics in Chinese Syntax and Semantics
S. Huang

EAST B/H398-399 Senior Seminar
Y. Jiang, H. Glassman

EAST B403 Supervised Work
Staff

EAST H 480 Independent Study SO
H. Glassman

EAST ASIAN LANGUAGES

The East Asian Studies Program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the Co-Chair of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

CHINESE LANGUAGE

The Chinese Language Program offers a full undergraduate curriculum of courses in Mandarin Chinese. Students who will combine language study with focused work on East Asian society and culture may wish to consider the major or minor in East Asian studies. Information about study abroad programs can be found under the East Asian studies heading in this catalog.

Faculty

Lecturer Tz’u Chiang
C. V. Starr Professorship in Asian Studies and Associate Professor of Chinese and Linguistics
Shizhe Huang, Director
Instructor Changchun Zhang

001,002 Intensive First-year Chinese HU
C. Zhang

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours per week of lecture and oral practice. This is a year-long course; both semesters are required for credit (CNSE 001 and 002).

003,004 Second-year Chinese HU
T. Chiang

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or permission of instructor.

007 First Year Chinese I HU
T. Chiang

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: Chinese Language Placement exam. Lang 1. Non-intensive, first year for heritage speakers or others with experience in the Chinese language.

008 First Year Chinese II HU
T. Chiang

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. Prerequisite: CNSE B007 Lang 1. Non intensive, first year for heritage speakers or others with experience in the Chinese language.

101,102 Third-year Chinese: Readings in the Modern Chinese Short Story and Theater HU
S. Huang, C. Zhang

A focus on overall language skills through reading and discussion of modern short stories, as well as on students’ facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio and videotapes of drama and films are used as study aids. Prerequisite: Second-Year Chinese or permission of instructor.

201,202 Advanced Chinese: Language in Chinese Culture HU
S. Huang

Development of language ability by readings in modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works. May be repeated as topics vary. Prerequisite: Third-year Chinese or permission of instructor. Prerequisite: Third-year Chinese or permission of instructor.

204 Advanced Chinese: Chinese Language in Culture and Society HU
S. Huang

480 Independent Study HU
S. Huang

JAPANESE LANGUAGE

Associate Professor Hank Glassman
Senior Lecturer Tetsuya Sato, Director
Instructor Kimiko Suzuki

001,002 First-Year Japanese (Intensive) HU
T. Sato

An intensive introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. Six hours per week of class and oral practice. This is a
year-long course; both semesters (JNSE001 and 002) are required for credit. Enrollment limited to 18 students.

003,004 Second-Year Japanese HU
K. Suzuki
A continuation of first-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. Five hours per week of lecture and oral practice. This is not a year-long course. Prerequisite: First-Year Japanese or equivalent. Enrollment limited to 18 students.

101 Third-Year Japanese HU
Sato and Suzuki
A continuation of language study with further development of oral proficiency. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Three hours of class, one hour of oral practice. Prerequisite: Second-Year Japanese or equivalent.

102 Third-Year Japanese HU
K. Suzuki
A continuation of language study with further development of oral proficiency. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Three hours of class, one hour of oral practice. Prerequisite: Japanese 101 or equivalent.

201 Fourth-Year Japanese HU
Staff
Texts and Contexts in Contemporary Japan. Prerequisite: Third-Year Japanese or equiv and consent.

202 Fourth-Year Japanese HU
Staff
Texts and Contexts in Contemporary Japan. Prerequisite: Japanese 201 or equivalent and consent.
The study of economics provides a basis for understanding and evaluating economic behavior and relations at all levels of society. Microeconomics focuses on the behavior of individuals and firms and how they interact in markets for goods, services, labor, and assets. Macroeconomics focuses on the behavior of aggregate economic variables, such as GNP, the inflation rate, the unemployment rate, the interest rate, and the budget deficit, and how they relate at the economy-wide level. Other areas of economics focus on specific aspects of micro- and macroeconomics as they are applied to diverse situations and economies around the world.

Most of modern economics is structured around a common set of theoretical ideas and analytic methods that unify the field. These tools aid in understanding both how the economic world works and how it can be affected by public policies and world events. The introductory course, Economics 105 or 106, introduces and develops these ideas and methods at an elementary level while also presenting information about markets, economies, and governmental policy that is important to a liberal education. This course provides an overview of economics and a strong foundation for more advanced work in economics.

The intermediate (200 level) courses offer material on many different economic topics. These courses require Economics 105 or 106 as a prerequisite, and are designed to be useful to non-majors as well as minors and majors. The advanced theory courses of Economics 300 and Economics 302 follow up on the introductory theory course but offer more in-depth and mathematical treatments of these theoretical concepts which are the building blocks for modern economic thought and research. Statistical methods used in empirical research are important for students who will be reading original economics articles and conducting their own research. Economics 204 (Statistical Methods in Economics) or Economics 204 (Economics Statistics with Calculus) followed by Economics 304 (Introduction to Econometrics) give students the necessary methodological training. The advanced (300 level) courses involve a much more technically sophisticated approach to analyzing many of the same economic topics. These normally require some combination of Economics 203, 300, 302 and 304 as prerequisites and are designed primarily for economics minors and majors and those who expect to make use of economics in their professional careers. In most of the advanced courses, a substantial paper is an important part of the requirements. A small number of the 300 level courses are “junior research seminars” designed to develop the student’s research skills through exploring topical cutting edge research and conducting related original projects. Economics 396 is a two semester Senior Research Seminar. The first semester is a group seminar in which students learn salient research skills, listen to and critique work of guest economics speakers, and develop their own research questions. During the second semester students conduct original and independent economics research under the guidance of one of the economics faculty members.

Most courses offered by the Bryn Mawr economics department may be counted toward the Haverford economics minor and major (with the exception of courses at the 100 level, excluding Economics 105). Similarly most Haverford economics courses may be counted toward the Bryn Mawr economics major. The two economics departments plan their course schedules jointly so that the maximum variety of economics courses can be offered across the two campuses.

Modern economics continues to expand in its use of mathematically sophisticated models and statistical techniques. Economics majors are required to take at least two semesters of college level calculus. In addition, students who are planning to apply to graduate programs in public policy or business are encouraged to take mathematics through at least Mathematics 121 (Multivariable Calculus III) and at least one computer science course. Those who are planning to apply to Ph.D. programs in economics are strongly advised to take mathematics through at least Mathematics 215 (Linear Algebra) and Mathematics 317 (Analysis I). Economics majors also have the option of pursuing an area of concentration in mathematical economics, which is described under its own heading in this catalog.

ECONOMICS FACULTY
Associate Professor Richard Ball
Visiting Professor Biswajit Banerjee
Assistant Professor Indradeep Ghosh
Visiting Professor Neal Grabell
Professor Holland Hunter, Emeritus
Assistant Professor Saleha Jilani (on academic leave 2013-2014)
Professor Vladimir Kontorovich
Visiting Lecturer Timothy Lambie-Hanson
Visiting Assistant Professor Shannon Mudd
Assistant Professor David Owens
Assistant Professor Giri Parmeswaran
Professor Anne Preston, Chair

ECONOMICS MAJOR REQUIREMENTS
Economics 105 or 106, 203 or 204, 300, 302, 304, 396 (a year-long 2 semester course); four other semester courses above the 100 level, two of which are at the 300 level, of which one must be a Junior Research Seminar; two semesters of college-level calculus or equivalent. With departmental approval,
ECONOMICS MINOR REQUIREMENTS
Requirements for a minor in economics are:
- Economics 105 or 106; 203 or 204; 300 or 302;
- three other Economics courses at the 200 and/or 300 levels.

ECONOMICS REQUIREMENTS FOR HONORS
An economics major whose grade point average in economics courses taken at Haverford College, Bryn Mawr College or Swarthmore College at the beginning of the second semester of the senior year is 3.60 or higher is invited to become a candidate for the degree with Honors in economics. Honors or High Honors are awarded on the basis of a student’s performance in (a) all his or her economics courses, including those taken in the second semester of senior year and (b) an oral examination by department faculty focused on the student’s senior thesis.

ECONOMICS COURSES

105 INTRODUCTION TO ECONOMICS SO
V. Kontorovich
An introduction to microeconomic topics -- opportunity cost, supply and demand, consumer decision making, the theory of the firm, market structures, and efficiency and market failure--and macroeconomic topics --the determination of GDP, money and interest rates, unemployment and inflation, and fiscal and monetary policy. Because 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.

106 INTRODUCTION TO ECONOMICS WITH CALCULUS SO
S. Ghosh
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 course. Before taking this class, students must have taken Math 114 or have been placed at Math 121 or higher in their freshman Math placement tests. This course is not offered every year. Prerequisite: Math 114 or higher required.

202 IMPACT INVESTING: THEORY AND PRACTICE SO (CROSS-LISTED IN INDEPENDENT COLLEGE PROGRAMS)
S. Mudd
A half credit course. Impact investing is investing to generate a financial return and a positive social benefit. It supports firms seeking to address social, environmental and/or governance problems (ESG). 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 our findings to an investment committee and providing an investment recommendation to a partner fund for its investments. Prerequisite: Econ 105 or 106.

203 STATISTICAL METHODS IN ECONOMICS SO/QU
R. Ball
Frequency distributions, probability and sampling theory, simple correlation and multiple regression; and an introduction to econometric terminology and reasoning. Three class hours and two lab hours. Prerequisite: Econ 105 or 106.

204 ECONOMIC STATISTICS WITH CALCULUS SO/QU
R. Ball
An introductory course in statistics aimed primarily at students in economics and other social sciences. The course develops the theoretical groundwork of statistical inference and investigates the application of theoretical principles and methods to real data. Three hours of class plus two hours of lab per week. Prerequisite: Math 114 or equivalent background in Integral Calculus.

206 MICROFINANCE: THEORY, PRACTICE AND CHALLENGES SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
S. Mudd
An exploration of microfinance as an alternative approach to meeting the financial needs of the poor and, ideally, to assist in their current and future well-being. The course will provide theoretical explanations for its methodology, evaluate empirical research into its impacts and debate important issues in its practice. Prerequisite: None

209 LAW AND ECONOMICS SO
V. Kontorovich
Why do rational people follow fixed rules (laws) instead of doing what is best for them in a specific situation? Can there be order without law? Should the government compensate people when it issues environmental and wildlife protection regulations which reduce the value of their property? The lady who burned herself with a cup of McDonald's coffee won several million dollars in compensation. Does that make sense? These and many other questions are
addressed as we look at property law, contracts, and torts. **Prerequisite:** Econ 105 or 106.

### 224 Women in the Labor Market So (Cross-listed in Gender and Sexuality Studies)

A. Preston

This course examines the experiences of American women in the labor market over the last 50 years. After an examination of the historical trends of female labor force participation, the course will investigate such important issues facing women in the labor market as: investments in education; the relation between labor force participation and family responsibilities; occupational location; salary growth and salary determinants. Supporting material on institutional factors such as equal employment opportunity legislation and on theoretical concepts in areas such as labor supply, human capital investment, and discrimination will be presented to help understand the empirical labor market outcomes.

### 237 Games and Strategies in Economics So/Qu

R. Ball

A survey of the major equilibrium concepts of non-cooperative game theory, with an emphasis on applications to economics and related fields. **Prerequisite:** MATH 113 with a grade of 2.7 or higher or equiv preparation in Calculus.

### 240 Economic Development and Transformation: China vs. India So (Cross-listed in East Asian Studies)

S. Jilani

This is a survey course on the economic development and recent transitional experience in China and India. The course will examine the economic structure and policies in the two countries, with a focus on comparing China and India's recent economic successes and failures and their past development policies and strategies. We will analyze factors affecting the current reforms and transformation process in the two countries, from varying degrees of centrally planned communist/socialist economic systems, towards more decentralized reforming hybrid economies combining plan and market. **Prerequisite:** Econ 105 or 106.

### 241 Economics of Transition & Euro Adoption in Central and Eastern Europe So

B. Banerjee

The aim of this course is to provide an understanding of the process of transition of former socialist countries from centrally-planned to market economies and their accession into the European Union (EU) with the eventual goal of adopting the euro as the currency. In the context of transition, the course will cover issues related to the political transformation, macroeconomic stabilization, privatization, and structural reforms in the fiscal sector, banking and financial sectors, and the labor market. The course will also delve into the causes of the current financial crisis and the impact on the euro zone, and the policy measures being considered to address the crisis. **Prerequisite:** Econ 105 or 106.

### 247 Financial and Managerial Accounting So (Cross-listed in Independent College Programs)

N. Grabell

An introduction to financial accounting concepts, financial reporting, and managerial accounting. The course will address how accounting measures, records, and reports economic activities for business entities and how decision makers analyze, interpret, and use accounting information. Lottery priority: Seniors, first, then Juniors, then Sophomores. Course not open to first-year students.

### 249 The Soviet System and Its Demise So (Cross-listed in Political Science and Russian)

V. Kontorovich

The Soviet system was inspired by some of the loftiest ideals of humanity. The entire society was designed 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. **Prerequisite:** Two one-semester courses in Econ, Poli, or Hist.

### 250 Sports Economics So

A. Preston

An examination of organized team sports from the perspective of the economist and public policy maker. Tools of labor economics and industrial organization are used to analyze economic problems arising from opportunities for monopoly and monopsony rents and piecemeal regulation. **Prerequisite:** Econ 105 or 106.

### 255 Crises So

I. Ghosh

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:** Econ 105 or Econ 106.

### 297 Economic Sociology So (Cross-listed in Sociology)

M. Gould

**Prerequisite:** Soc 155 a or b & Econ 105 or 106 or consent. Typically offered in alternate years.

### 300 Intermediate Microeconomic Analysis So

V. Kontorovich

Microeconomic theory has developed around the analysis of Adam Smith’s “invisible hand” conjecture. To test this conjecture, we model the
behavior of economic actors (consumers and firms) and their interaction in different markets (for goods, capital and labor). These models allow us to investigate the conditions under which these markets work well, less well, or not at all. In the process, basic tools and concepts used in other areas of economics are developed. Many of the topics covered in Introductory Microeconomics (Econ 101) are studied more rigorously and in greater depth. New Topics, such as behavior under risk, insurance, and imperfect information, are introduced. **Prerequisite:** Econ 105 or 106, one other Econ course, and Math 114.

### 302 Intermediate Macroeconomic Analysis SO

**B Banerjee**

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:** Econ 105 or 106 and one other Econ course and Math 114.

### 304 Introduction to Econometrics SO

**A Preston**

Development of econometric theory introduced in Economics 203. Includes topics such as ordinary least squares estimation, weighted least squares estimation, estimation of models with nonlinear forms, instrumental variables, and maximum likelihood estimation. Emphasis will be on application of econometric techniques to real economic and social policy issues such as the optimality of speed limit control, AIDS awareness and behavior modification, labor market discrimination, and worker productivity. Students will be expected to use data sets to evaluate policy issues and will be required to make a final presentation of findings in class. **Prerequisite:** Economics 203.

### 307 Money and Banking SO

**I. Ghosh**

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:** Econ 302 and Math 121. Course not open to anyone who has already taken Econ 207 at either Haverford or Bryn Mawr.

### 311 Theory of Non-Cooperative Games SO

**R. Ball**

Provides a rigorous development of the theory of non-cooperative games, with applications to economic, political, social and legal problems. Topics will include normal form games and the concept of Nash equilibrium, extensive form games, repeated games and reputation effects, games of incomplete information, Bayesian equilibrium and refinement concepts, and market signaling. **Prerequisite:** Econ 203 or 204, Econ 300 and Math 114.

### 312 General Equilibrium Theory SO

**R. Ball**

An examination of the Arrow-Debreu model of general competitive equilibrium, one of the foundations of neo-classical microeconomic theory. The course focuses on sufficient conditions for existence and uniqueness, welfare properties, and stability of equilibrium prices. **Prerequisite:** Econ 300 and either Math 216 or 317.

### 314 Behavioral Economics SO

**D. Owens**

This course explores systematic departures of behavior from the predictions of neoclassical economic theory, and when possible, proposes alternative theories to explain this behavior. The course will begin with a study of reference-dependent preferences, based on Kahneman and Tversky’s seminal paper Prospect Theory. Further topics will include, but not be limited to, present-biased preferences, social preferences and behavioral finance. Students should be comfortable with microeconomic theory, and have some exposure to game theory. The course will have a heavy research component, and students should be prepared for critical reading of scholarly articles, and to write and present a research paper of their own. **Prerequisite:** Econ 300.

### 345 Advanced Topics in Finance (International Finance) SO

**S. Mudd**

This course focuses on issues that arise with the movement of capital across national borders, both at the micro/business level and at the macro/national level. At the micro level we examine exchange rates and their use, how firms are affected by uncertainty in future exchange rates and what strategies, real and financial, they can use to lessen their risk. At the macro level we look at several models of the determination of exchange rates, at the relationship between returns across currencies and how they are related to foreign exchange rate expectations, and at some simple macroeconomic models that include the influence of foreign capital flows. Finally, we look closely at the disruptions of financial crisis and potential policies of governments, including fixed vs. flexible exchange rates and the imposition of capital controls. **Prerequisite:** Econ 203, 300 and 302.
348 INTERNATIONAL TRADE: THEORY AND POLICY SO
S.Jilani
This advanced theory and policy course will examine recent theoretical developments in the area of international trade, in particular as they apply to key current international economic policy concerns. The topics analyzed will include international factor movements, foreign direct investment, the role of multinationals and trade in developing economies, regional integration, and preferential trade agreements. Prerequisite: Econ 300 or equivalent.

351 EMPIRICAL MACROECONOMICS SO
B.Banerjee
The aim of this course is to provide students with an understanding of the design and implementation of macroeconomic and financial policies. The course will cover the principal features of accounts used in macroeconomic analysis, the diagnosis of macroeconomic performance, and the preparation of an internally consistent macroeconomic policy program that will move an economy toward internal and external balance. Actual case studies will be used. Teams will be formed, and each team will collectively prepare an analysis of economic background and formulate a policy program for a given country.

355 ECONOMICS OF UNCERTAINTY SO
G.Parameswaran
Using microeconomics we study theories of choice under uncertainty; risk aversion and applications to insurance and portfolio choice; equilibrium under uncertainty in asset markets; asymmetric information; applications to the design of incentives, contracts, contests, and auctions; common; understanding and coordination. Prerequisite: ECON300, MATH114, (MATH121 is desirable), ECON203 (or equivalent)

371 JUNIOR RESEARCH SEMINAR: PSYCHOLOGICAL BIAS AND ECONOMIC DECISIONS SO
D.Owens
A seminar-based course covering current research on the role of psychological biases in economic decision making. The focus is on critical reading of recent work and developing students’ own research. Prerequisite: Econ 300, 304.

372 JUNIOR RESEARCH SEMINAR: ADVANCED INTERNATIONAL TRADE SO
S.Jilani
This advanced seminar-based course covers topics in international trade theory and policy, with an emphasis on current research topics and developments. Determinants of international trade and foreign investment will be analyzed, and we will examine the motivations for and consequences of tariffs and quantitative restrictions on trade. Topics will include dynamic comparative advantage, factor movements and multinational corporations, impacts of trade on economic growth and income inequality, international trade policy negotiations, agreements and disputes, and economic integration. Prerequisite: Econ 300 and Econ 304 or permission. Math 121 or 216 recommended.

374 JUNIOR RESEARCH SEMINAR: ACCESS TO FINANCE SO
S.Mudd
This seminar examines the determinants of access to finance with particular emphasis on microfinance and small business financing. Reading seminal and recent research articles each week, the primary focus will be on credit. From a theoretical basis, we explore how various lending technologies are responses to problems of asymmetric information. In our examination of microfinance, we consider the theoretical bases for different lending technologies and then examine empirically their ability to explain observations in the field. We also assess empirical evidence on the impacts of microfinance. Turning to small business lending, we examine how banking structures and regulations affect access to finance. Prerequisite: Econ 203, 300, and 304 (may be concurrent).

375 JUNIOR RESEARCH SEMINAR: EXCHANGE RATE ECONOMICS SO
B.Banerjee
The focus of this seminar-based course is on critical reading of original papers in exchange rate economics, and developing students’ own research. The topics covered in the course include analytical issues in choosing an exchange rate regime; currency board and hard pegs; exchange rate concepts and measurement and assessment of competitiveness; purchasing power parity; assessing equilibrium exchange rates; capital controls. Prerequisite: ECON 302 and 304 (Econ 304 can be taken concurrently with ECON 375).

376 JUNIOR RESEARCH SEMINAR: MEASURING DISCRIMINATION SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
A.Preston
A research seminar examining how economists define and measure discrimination against minorities. Original texts will highlight the historical evolution of economic thinking about measuring discrimination mostly in the context of the labor market but in other scenarios as well. Prerequisite: Econ 300, 304.

377 JUNIOR RESEARCH SEMINAR: POLITICAL ECONOMY SO (CROSS-LISTED IN POLITICAL SCIENCE)
G.Parameswaran
The focus is on critical reading of seminal works and developing students own research skills. Topics include: models of elections and application of voting models to redistributive policies; legislative bargaining; interest groups/lobbying; dynamic models of fiscal policy, debt and more. Prerequisite: Econ 300, Math 114 (Math 121 is desirable).

396 RESEARCH SEMINAR SO
D.Owens/A.Preston/G.Parameswaran
MATHEMATICS ELECTIVES

210 LINEAR OPTIMIZATION AND GAME THEORY NA/QU (CROSS-LISTED IN COMPUTER SCIENCE AND MATHEMATICS AND STATISTICS)

C. Greene
Prerequisite: Math 215 or 115 and concurrent reg in 215. Typically offered in alternate years.
**EDUCATION AND EDUCATIONAL STUDIES**

The field of education is about teaching people how to teach—and more. The Bi-College (Bi-Co) Bryn Mawr-Haverford Education Program is built around four mutually informing pursuits: teacher preparation, the interdisciplinary study of learning as a central human and cultural activity, the investigation of the politics of schooling and students’ growth as reflective teachers, learners, researchers and change agents.

The Education Program addresses students interested in:

- the theory, process and reform of education in the United States
- social justice, activism and working within and against systems of social reproduction
- future work as educators in schools, public or mental health, community or other settings
- examining and re-claiming their own learning and educational goals
- integrating field-based and academic learning.

Each education course includes a field component through which professors and instructors continuously seek to integrate theory and practice, asking students to bridge academic and experiential knowledge in the classroom and beyond it. Field placements in schools and other educational settings range from eight weekly visits in the introductory course to full-time student teaching in the certification program.

The Bi-Co Education Program offers several options. Haverford students may:

- explore one or more aspects of education in areas of particular interest—such as urban schooling—by enrolling in single courses
- pursue a minor in educational studies
- pursue a minor in education leading to secondary teacher certification
- complete the secondary teacher certification program after they graduate through the Post-Baccalaureate Teacher Education Program
- sub-matriculate as juniors or seniors into the University of Pennsylvania Graduate School of Education’s elementary or secondary education master’s program (less common)

The requirements for the minor in education and teacher certification are described below. Students interested in these, or the other less-common options named above, should meet with a program adviser as early as possible for advice on scheduling, preferably by the sophomore year.

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**EDUCATION AND EDUCATIONAL STUDIES FACULTY**

Program Coordinator and Advisor: Ann Brown
Senior Lecturer: Jody Cohen
Professor: Alison Cook-Sather
Instructor: Heather Carl
Instructor: Debbie Flaks
Senior Lecturer and Director: Alice Lesnick

**EDUCATION AND EDUCATIONAL STUDIES REQUIREMENTS**

Students follow one of two tracks described below.

1. **EDUCATIONAL STUDIES TRACK**

   The Bi-Co minor in educational studies is an interdisciplinary exploration of the cultural, political and interactional dimensions of teaching and learning. Designed to bridge field experiences with academic study, and as a liberal arts experience that students may also use as preparation for future work and study, it draws students with a broad range of interests, such as plans for graduate study in education or other social sciences, pursuit of elementary or secondary certification after graduation or careers in leadership, policy studies and community development that require educational expertise. Many professions and pursuits—management and training positions, research, administration and policy work, and careers in social work, health and law—involve an educator’s skills and knowledge. Civic engagement, community development and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, we encourage them to design a minor appropriate to their major area of study, their education interests and their anticipated future.

   Requirements for this track of the minor are:

   - **EDUC 200** (Critical Issues in Education)
   - Four education or education-related courses, up to two of which students may take outside the Bryn Mawr/Haverford Education Program
   - **EDUC 311** (Field Work Seminar)

2. **SECONDARY TEACHER CERTIFICATION TRACK**

   Students considering a career in secondary education (grades 7–12) may complete a minor in education while meeting the requirements for a Pennsylvania secondary teacher certification. Our program is accredited to prepare undergraduates and alumni for certification in biology, chemistry, English, mathematics, physics, social studies and
world languages, including French, Latin and Spanish. Pursuit of certification in Chinese, German and Russian is also possible, if the student can find a teaching placement. Students certified in a world language have K–12 certification.

Requirements for this track of the minor are:

- EDUC 200 (Critical Issues in Education) must earn a grade of 2.7 or higher
- PSYC 203 (Educational Psychology) prerequisite: either PSYC 101, 102 or 105
- EDUC 210 (Perspectives on Special Education)
- EDUC 275 (English Learners in U.S. Schools)
- EDUC 301 (Curriculum and Pedagogy) must earn a grade of 2.7 or higher to be admitted to EDUC 302 and 303
- EDUC 302 (Practice Teaching Seminar) fall semester, prior to student teaching: taken concurrently with EDUC 303, for which students earn triple credit
- EDUC 303 (Practice Teaching) two credits for 12 weeks, full-time, in a local school during the spring semester of the senior year.

To qualify for a teaching certificate, students must also complete a major in the area in which they seek certification and often additional coursework in their certification area (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 take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, pass a series of exams for beginning teachers, receive a grade of a 2.7 or above in EDUC 302 and a grade of satisfactory for EDUC 303. To be admitted to the student teaching phase of the certification program, students must have received positive evaluations from field mentors and be recommended by the Education Program as well as their major department.

Note: Given the demanding teaching schedule of EDUC 303 during the spring of senior year, students are not able to take courses other than EDUC 302 and the senior seminar for their major.

Graduates may also complete the requirements for secondary teacher certification in a post-baccalaureate program.

**Title II Reporting**

Title II of the High Education Act (HEA) requires that a full teacher preparation report, including the institution’s pass rate on assessments as well as the state’s pass rate, be available to the public on request. Students may request a report from Ann Brown at abrown@brynmawr.edu or (610) 526-5376.

**Education Courses**

**200 Critical Issues in Education SO**

*H. Carl*

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. The first phase of the course invites students to recognize and question prevailing assumptions, their own and those of the broader society, about authority, the political nature of knowledge, and the purposes of schooling that shape education in America. The second phase analyzes components of the teaching and learning process. The third phase seeks to engage students in imagining and enacting, through the completion of collaborative teaching projects, possibilities for reform and reinvention. Two hours a week of fieldwork are required. Enrollment is limited to 25 students with priority given to students pursuing certification or the minor in educational studies. Typically offered every Semester.

**210 Perspectives on Special Education SO**

*D. Flaks*

This course is designed as a survey course. Its goal is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners - those considered typical learners as well as those considered “special” learners. The field of “Special Education” is vast; therefore, as the course progresses, students are encouraged to narrow their research and area of interest on a student or group of students who share similar challenges as learners. By the end of the course, students will understand more about: how students’ learning profiles affect their learning in school from a functional perspective; how and why students’ educational experience is affected by special education law; major issues in the field of special education; and a typical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two-three hours of fieldwork per week required. Enrollment limited to 25 with priority given to students enrolled in the Education Program. Priority given to those in the Teacher Cert Pgm or minoring/concentrating in Educ. Typically offered every Fall.

**220 B Changing Pedagogies in Math and Science Education HU**

*H. Glasser*

This course examines perspectives related to teaching and learning math and science, including questioning...
why (if at all) it is important for people to learn these subjects, what is viewed as successful teaching and learning in these disciplines, and how people learn math and science. Students have a placement (2-3 hours/week) with a local teacher and will be expected to make connections between course concepts and these placement experiences. Priority is given to students enrolled in the Education Program.

225 B EMPOWERING LEARNERS: THEORY AND PRACTICE OF EXTRACLASSROOM TEACHING HU
A. Lesnick
This seminar explores how to engage in tutoring, mentoring and other types of learning support in ways that draw on and enrich students' strengths and goals. It also investigates the significance of structural, macro-level understanding and advocacy to the goal of becoming an empowering learner: one whose learning creates occasions for others' self-and/or group-empowerment. Field placements include campus roles as T.A., peer mentor, PLI leader; off-campus programs; and Bryn Mawr’s Teaching and Learning Initiative. Fieldwork of 2-3 hours per week. Enrollment limited to 20 students. Priority is given to students enrolled in the Education Program.

240 QUALITATIVE RESEARCH: THEORIES, TEXTS AND PRACTICES SO
A. Lesnick
This course—designed for students of education, psychology, and other social sciences—examines the nature and practice of qualitative research and the epistemological and ethical questions it both addresses and occasions. The purpose of the course is to prepare students as critical readers of qualitative research reports and as beginning writers of such research. Through the study of a series of linked topics in human development as it intersects with schooling, students will explore various qualitative literatures as they begin to practice as researchers. This is a Praxis course and 2-3 hours per week in a field placement are required.

250 LITERACIES AND EDUCATION SO
A. Lesnick
A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore both their own and others’ experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Two-three hours per week of fieldwork. Priority given to students enrolled in the Education Program. Typically offered every Fall.

260 MULTICULTURAL EDUCATION SO
B. Hall
An investigation of the continually evolving theory and practice of multicultural education in the United States. This course explores and problematizes the history, politics, definitions, focuses, purposes, outcomes, and limitations of multicultural education as enacted in a range of school subjects and settings. Central topics may include: curriculum development, teacher training, language diversity, and public policy concerns. Students will also engage in researching and reinventing what is possible in education for, with, and about a diverse world. Two-three hours of fieldwork in a related setting per week required. Enrollment limited to 25. Priority given to students enrolled in the Education Program. Typically offered every Spring.

266 SCHOOLS IN AMERICAN CITIES SO
J. Cohen
Taught at Bryn Mawr. This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students enrolled in the Education Program and to majors in Sociology and Growth and Structure of Cities. This is a Praxis I course (2-4 hours/week of fieldwork). (cross-listed as CITY B266 and SOCL B266).

301 CURRICULUM AND PEDAGOGY SEMINAR SO
H. Curl
A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. Typically offered every Fall.

302 PRACTICE TEACHING SEMINAR SO
H. 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. Typically offered every Spring.

303 PRACTICE TEACHING SO
N/A
Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. Typically offered every Spring.
310 DEFINING EDUCATIONAL PRACTICE SO
H. Curl
Three to five hours per week of field work in an educational setting required. Priority given to students in the minor. An interdisciplinary inquiry into the work of constructing professional identities and roles in education-related contexts. Typically offered every Fall.

311 FIELD WORK SEMINAR SO
H. Curl
Taught at Bryn Mawr. Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five to eight hours of fieldwork are required per week. Enrollment is limited to 20. Open only to students completing the minor in educational studies. Typically offered every Spring.

360 LEARNING-TEACHING A FOREIGN LANGUAGE HU (CROSS-LISTED IN SPANISH)
A. Lopez-Sanchez
Prerequisite: A 200 level course, or consent of the instructor.

480 INDEPENDENT STUDY SO
A. Lesnick
ENGINEERING

OPTIONS FOR STUDENTS INTERESTED IN 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. There are several options available for such careers:

4+1 PROGRAM WITH UNIVERSITY OF PENNSYLVANIA

Under this program, students study for four years at Haverford, then one year at the University of Pennsylvania (Penn). They receive a Bachelor’s of Science from Haverford and a Master’s in Engineering from Penn. Students apply for admission to the Penn part of the program any time between the end of their sophomore year and the end of the summer after their junior year. Admission is not guaranteed. A minimum GPA of 3.0 is required to apply. During their four years at Haverford, students need to take several undergraduate engineering courses so as to meet the entrance requirements for the Master’s program; these are taken through our exchange agreements with Penn and Swarthmore College. (The number of courses required depends on the field of study.) After completing these undergraduate engineering courses, and while still at Haverford, the student may begin taking graduate level engineering courses at Penn; to complete the program in a total of 5 years, it is strongly preferable to take at least two, and preferably three, graduate courses during the first four years. There are no financial aid grants available for the fifth year (the Penn part of the program), however the student may apply to federal programs for student loans.

Students interested in this program should contact the Program Coordinator, Professor Walter Smith (wsmith@haverford.edu), as early as possible during their time at Haverford, preferably before beginning their first semester.

3/2 PROGRAM WITH CALTECH

Under this program, students study for three years at Haverford, then two years at the California Institute of Technology (CalTech). Upon completion, they receive a Bachelor’s of Science from Haverford and a Bachelor’s of Engineering from CalTech. Students apply to the CalTech part of the program early in the spring semester of their junior year. Admission is not guaranteed; a GPA of at least 3.5 is recommended. Students must complete all Haverford requirements other than the major requirement during the first three years, and must be on track to complete a major in case they are not accepted to the CalTech part of the program. Typically, students take two or three engineering courses during their time at Haverford, through our course exchange agreements with Swarthmore College and the University of Pennsylvania. The financial aid arrangement for the CalTech part of the program is determined by CalTech, and is distinct from any Haverford financial aid arrangement.

Students interested in the 3/2 program should contact the Program Coordinator, Professor Walter Smith (wsmith@haverford.edu), as early as possible during their time at Haverford, preferably before beginning their first semester.

MASTER’S DEGREE AFTER STUDY AT HAVERFORD

Another option, and one that has worked well for many students, is simply to complete the Bachelor’s degree at Haverford, and then go on for a Master’s degree in engineering elsewhere. This typically takes an additional 1.5-2 years. It is strongly suggested that students considering this option take two or three engineering courses during their time at Haverford, through our course exchange agreements with Swarthmore College and the University of Pennsylvania.

Students planning for this option should contact the Engineering Coordinator, Professor Walter Smith (wsmith@haverford.edu), as early as possible during their time at Haverford.

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The English department offers courses in the literary traditions of the English-speaking world. The department aims to develop in its students the ability to respond to texts thoughtfully and critically, and to articulate those responses in clear and fluent English. In our curriculum, we seek to maintain a working balance between a commitment to the traditional canon of British and American literature and an expanding horizon of fresh concerns, including courses in African American literature, Asian-American literature, Postcolonial literature, South African literature, Irish literature, gender and sexuality studies, and courses inflected by particular theoretical foci, such as performance theory, queer theory, post-colonial theory, trauma theory, media and visual studies, and environmental studies. This discipline prepares interested students for postgraduate work in English and other subjects, for advanced work in professional and business schools and for service in government and social work.

English majors who plan to do post-graduate work should know that doctoral programs require a reading knowledge of one or two foreign languages.

Students may count courses in English taken at Bryn Mawr toward the Haverford English major. Students with interest and ability in creative writing may receive major credit for one semester of course-work in such writing. Students who submit a portfolio of work, no later than the end of first term of their junior year, may be admitted to the creative writing “concentration,” which consists of three courses in creative writing, one of which is the senior portfolio written for ENGL 399.

Up-to-date information about the English department’s activities and courses, including extended course descriptions and syllabi, is available via the department’s home page at http://www.haverford.edu/engl/home.html.

**ENGLISH FACULTY**

*Francis B. Gummere Professor of English*

Kimberly Benston (interim Provost)

*Professor C. Stephen Finley*

*Associate Professor Laura McGrane*

*Associate Professor Maud McInerney, chair*

*Associate Professor Rajeswari Mohan*

*Assistant Professor Debora Sherman*

*Associate Professor Gustavus Stadler*

*Associate Professor Christina Zwarg*

*Visiting Assistant Professor Ashley Bennett*

*Visiting Assistant Professor Thomas Devaney*

*Visiting Associate Professor Barbara Riebling*

*Visiting Assistant Professor Asali Solomon*

*Visiting Lecturer Alice Boone*

**ENGLISH MAJOR REQUIREMENTS**

ENGL 298 and 299, the two-semester Junior Seminar in English; ENGL 399 a and b or “Senior Conference”; plus a minimum of seven additional courses. The program should include courses across the spectrum of the department’s offerings and evoke the richness of an archive drawn from British, American and World Anglophone literature. At least two courses must be in literature written before 1800, and two courses must be at the 300-level. The department gives major credit for a semester course in a foreign literature in the original language or for COML 200. Admission to the major requires completion of two courses at the 200 level by the end of the sophomore year; one of these must be an “introductory emphasis” course (a list of such courses is issued each semester). Students may take ENGL 150 in place of one 200–level course. Final evaluation of the major program centers on written work and oral examinations conducted in the context of the work for ENGL 399. The department will award no more than four major credits for work done beyond the Tri-College community, whether abroad or in the U.S.

**ENGLISH REQUIREMENTS FOR HONORS**

The department awards Honors in English on the basis of performance in course work within the Tri-College departments, the senior essay and the oral examination conducted at the end of the senior year. High Honors are reserved for distinguished achievement in all three of these areas.

**ENGLISH COURSES**

**150 INTRODUCTION TO LITERARY ANALYSIS HU (CROSS-LISTED IN WRITING PROGRAM)**

B. Riebling

*Prerequisite:* Open only to members of the first-year class as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

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

290 History of Literary Theory: Plato to Shelley

D. Roberts

(Cross-listed in Comparative Literature and Classical Studies) *Prerequisite:* Sophomore standing or above. Typically offered in alternate years.
CREATIVE WRITING COURSES

291 POETRY WRITING: A PRACTICAL WORKSHOP HU
T. Devaney
Students will write a poem a week, usually following an assignment that focuses on a particular strategy or form, from dramatic monologues to prose poems to sonnets. Students will present their work for discussion and friendly critique by the workshop, and will be encouraged to revise their work over the semester. There will be some in-class writing exercises but most writing will be done outside of class. Light reading assignments will include modern and contemporary as well as older poetry. There will also be a mini-session on the business of poetry. Prerequisite: Writing sample required for consideration. Submit Writing Sample to Dept. of English, in Woodside Cottage by 05/31 at the latest. Typically offered every Fall.

292 POETRY WRITING II: CONTEMPORARY VOICES HU
T. Devaney
English 292 is an advanced creative writing workshop focusing on poetry. Student work is the focus along with analysis of selected readings. Students will write poems each week (using a modeling method) and respond to the selected readings. Students are required to keep an online journal. A final portfolio of revised work is required. Prerequisite: Writing sample required for consideration. Submit writing sample to Dept. of English in Woodside Cottage. Typically offered every Spring.

293 FICTION WRITING: FROM THE CONVENTIONAL TO THE EXPERIMENTAL HU
A. Solomon
This course is an introduction to the techniques and strategies of fiction writing, with particular emphasis on the short story. Weekly reading assignments will include both anthologized stories and student-generated ones. Prerequisite: Writing Sample Required. Submit sample to Adm. Asst in Woodside by May 20th at the latest. Typically offered every Fall.

294 FICTION WRITING HU
A. Solomon
An Advanced Fiction Workshop focusing on basic elements of fiction writing such as character development, dialogue, plot and prose style, special attention devoted to finding a form and distinctive voice, and to the process of revision and “finishing” a story. Prerequisite: One fiction writing course or consent and submission of writing sample for consideration. Submit sample to course Prof. Typically offered every Spring.

LITERATURE COURSES

201 CHAUCER: CANTERBURY TALES HU
M. McInerney
Course devoted to close reading of Chaucer’s Canterbury Tales; secondary approaches and brief excerpts from other medieval sources. Typically offered in alternate years.

205 LEGENDS OF ARTHUR HU
M. McInerney
An exploration of the Arthurian legend, from its earliest versions to most recent retellings. The tradition of Arthurian tales is complex and various, combining Celtic and Christian mythologies. Sometimes called the “matter of Britain” the Arthurian narrative has been critical in establishing national and ethnic identities ever since the Middle Ages. Medieval notions of chivalry and courtly love also raise fascinating questions about the conflict between personal and private morality, and about the construction of both identity and gender. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

210 READING POETRY HU
T. Devaney
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. Typically offered in alternate years.

211 INTRODUCTION TO POSTCOLONIAL LITERATURE HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
R. Mohan
An introductory survey of English literature from regions that used to be part of the British Empire, focusing on topics such as the representation of first contact, the influence of western education and the English language, the effects of colonial violence, displacement, migration, and exile; we will focus specifically on the aesthetic strategies that have come to be associated with this body of literature. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

212 THE BIBLE AND LITERATURE HU
S. Finley
A study of the Bible and its diverse genres, including legendary history, law, chronicle, psalm, love-song and dirge, prophecy, gospel, epistle, and eschatology. This study is accompanied by an extremely various collection of literary material, drawn from traditional and contemporary sources, and from several languages (including Hebrew), in order to illustrate the
continued life of Biblical narrative and poetry. 
Typically offered in alternate years.

213 INVENTING [THE] ENGLISH HU
(CROSS-LISTED IN COMPARATIVE LITERATURE AND LINGUISTICS)

M McInerney

An investigation of the evolution of both the English language and the concept of Englishness. This course will explore the literature of the British Isles ca. 1000-1500, including Anglo-Saxon, Welsh, Latin, Anglo-Norman and Middle English. We will consider the ways that Germanic, Celtic and Classical mythologies contribute to a sense of what it means to be "English", and also the impact of the Crusades and Crusade literature upon what it means to be "Western". This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

217 HUMANIMALITY:
(DIS)FIGURATIONS OF THE ANIMAL IN THE SHAPING OF HUMAN INSTITUTIONS HU (CROSS-LISTED IN INDEPENDENT COLLEGE PROGRAMS)

K Benston

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. Typically offered in alternate years.

218 THE WESTERN DRAMATIC TRADITION HU (CROSS-LISTED IN COMPARATIVE LITERATURE)

K Benston

An investigation of Western drama through close study of major representative plays. Evolving notions of the dramatic event, from classical to modern and "post-modern" theaters, will be examined in relation to developing ideas of heroism, destiny, social structure, linguistic power, and theatricality itself. Emphasis will be placed on both thematic and structural problems of "play" and on the relation of the text to consequences of performance (e.g., acting, stagecraft, and audience response). This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

220 THE EPIC IN ENGLISH HU (CROSS-LISTED IN COMPARATIVE LITERATURE)

M McInerney

An exploration of the long narrative poems that shape the epic tradition in anglophone literature. Readings in classical epic and medieval epic, Milton, Romantic epics and the modern aftermath of epic. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

225 SHAKESPEARE: THE TRAGIC AND BEYOND HU

B Riebling

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. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

241 INVENTING THE NOVEL HU

L McGrane

This course introduces a variety of prose narratives that shaped the emerging novel as a literary genre and a popular form of entertainment in the eighteenth century (1700s). Exploring 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. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

243 TRANS-ATLANTIC EXCHANGES: CONVERSION & REVOLUTION IN BRITAIN HU (CROSS-LISTED IN COMPARATIVE LITERATURE)

L McGrane

This course examines religious, domestic and political literature that defined a Trans-Atlantic model of print culture in 18th-century Britain and America. Emphasis on journal/newspaper reviews and comparative notions of literary, sexual, national, and racial identities. Typically offered in alternate years.

245 JANE AUSTEN HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)

A Boone

An examination of Jane Austen's writings, from the juvenilia produced in the 1780's to the last works of fiction from 1817. Austen's work will be read in the context of the literary tradition from which it developed.

251 LITERATURE AND CULTURE OF THE 19TH CENTURY HU

A Bennett

This course will explore the many spaces--homes, streets, schools, theaters, shops, and museums--that shaped Victorian literature and culture in the context of industrialization, colonial expansion, and dramatically shifting gender roles and conceptions of sexuality. Authors studied will include C Bronte, Dickens, Patmore, Martineau, Gaskell, Schreiner, Rossetti, and Tennyson.
252 ROMANTIC POETRY AND CRITICISM HU
Staff
A reading of Blake, Wordsworth, Shelley, and Keats, with attention to early/late works and to the interrelationship of theory and poetry. Offered occasionally.

253 ENGLISH POETRY FROM TENNYSON TO ELIOT HU
S. Finley
A study of Tennyson, Christina Rossetti, Dickinson, Hopkins, Hardy, Owen, and Eliot, from In Memoriam (1850) to Little Gidding (1942). The course strives to subvert the convenient opposition of Victorian/modern, focusing upon the poet's role in mediating/exposing the social order, the relation between poetry, catastrophe, and traumatic memory, and the structuring modalities of lyric and elegy. Typically offered in alternate years.

254 TOPICS IN VICTORIAN LITERATURE HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
A. Bennett
An exploration of representations of the reader in written and visual texts to understand concerns about class mobility, shifting gender roles, and colonial expansion. Authors studied will include Austen, Shelley, Collins, Rossetti, Bronte, Ruskin, Macaulay, and Wilde. Offered occasionally.

255 PRE-RAPHAELITES, AESTHETES AND DECADENTS: GENRE AND SEXUALITY IN 19TH-CENTURY LITERATURE HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
D. Sherman
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, DoMaurier, 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 occasionally.

256 BRITISH TOPOGRAPHIES 1650-1900 HU
S. Finley
A study of the intersections of place, locality, topography, cartographies, gardening, self-canceling, ruin, remembrance, and ecological crisis amid the historical and cultural construction of landscape. The course begins with Andrew Marvell's, "Upon Appleton House" and closes with Thomas Hardy. Typically offered in alternate years.

258 THE NOVEL HU
A. Bennett
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 Requirement for the major. Typically offered in alternate years.

260 IN THE AMERICAN GRAIN: TRADITIONS IN NORTH AMERICAN LITERATURE HU
C. Zwarg
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, Shakespeare, Cabeza de Vaca, Behn, Rowlandson, Mather, Wheatly, Equiano, Franklin, Nat Turner, and Poe. The course concludes with a review of the drifting, searching, world aboard Melville's Pequod in Moby-Dick. This course satisfies pre-1800 requirement. Typically offered in alternate years.

261 AMERICAN LITERATURE 1865-1914 HU
G. Stadler
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. This course satisfies the Introductory Emphasis Requirement for the major. Offered occasionally.

262 THE AMERICAN MODERNS HU
L. Reckson
Selected readings in poetry, fiction, and/or drama. Readings include Pound, Eliot, Hemingway, Fitzgerald, Faulkner, Barnes, West, Stevens, Toomer, Williams, Crane, Warren, and Kerouac. Offered occasionally.

263 19TH CENTURY AMERICAN WOMEN'S NARRATIVE HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
G. Stadler
This course examines narrative writing by women in the United States from the early republican era to the early 20th century. The primary focus is writing by women which has conceptualized alternative visions of the nation and its history. Offered occasionally.
265 AFRICAN AMERICAN LITERATURE: SATIRE IN THE BLACK TRADITION HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
A. Solomon
This course is an exploration of African American satire, focusing on fiction. While continually developing and refining our definition of satire, we will situate satire by black artists in a broader American tradition. Offered occasionally.

269 ANOTHER COUNTRY: QUEER SEXUALITIES IN THE AMERICAN NOVEL HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
G. Stadler
An examination of non-normative sexualities and gender identifications as the guiding thematic and formal force in a series of U. S. novels, mostly canonical and mostly 19th-century. Prerequisite: 150L or a 200-level course in English, or consent. Offered occasionally.

270 PORTRAITS IN BLACK: THE INFLUENCE OF AN EMERGENT AFRICAN-AMERICAN CULTURE HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
C. Zwarg
Tools of literary history used to examine the influence of African-American culture in the United States. Focus on the literary events of the nineteenth and early twentieth century. Emphasis on the authority of African-American culture for U.S. fictions of democracy. This course satisfies the Introductory Emphasis Requirement for the major. Typically offered in alternate years.

272 INTRODUCTION TO FILM: FORM, HISTORY, THEORY HU
Staff
This course aims to provide a comprehensive introduction to film. Structurally, it will trace film’s historical trajectory beginning with its invention as a technology, a look at early cinema as well as an exploration of film’s prototypes. The course concludes with an exploration of film’s reinvention as an apparatus in the age of digital filmmaking, a reinvention augured by contestations to the studio in avant-garde and experimental film forms. Prerequisite: Freshman Writing or permission. Offered occasionally.

273 MODERN BRITISH LITERATURE HU
R. Mohan
An exploration of literary modernism in Britain through analysis of fiction, criticism, and aesthetic manifestos in their historical contexts. Typically offered in alternate years.

274 MODERN IRISH LITERATURE HU
D. Sherman
Irish literature from Swift to O’Brien and Heaney. The course considers this literature as the politically articulate inscription of complex and multiple intersections of history, class and culture. Throughout the course, Irish history, particularly the Famine, (re)appears as an episode of trauma, historical memory and literary investment. This course satisfies the Introductory Emphasis Requirement for the major. Offered occasionally.

275 THINKING GLOBALLY, WRITING LOCALLY HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
R. Mohan
The course will examine the ways the global circulation of people, ideas, languages, and literary and cultural forms brought about by colonialism, decolonization, and immigration shape specific Anglphone literary traditions. Offered occasionally.

276 LITERATURE AND POLITICS OF SOUTH AFRICAN APARTHEID HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
L. McGrane
This course explores the history and historiography of South African apartheid from its inception in 1948 to its democratic overthrow in 1994. We will consider the interplay between complex definitions of race, gender, nation and difference in novels, plays, and poetry written during the apartheid years. We will also discuss the tension between an ethics and aesthetics of literary production in a time of political oppression. What would it mean for one to write an apolitical text in a cultural space rife with racial and social tensions? Authors will include Nadine Gordimer, Alan Paton, J.M. Coetzee, Bessie Head, and Alex La Guma. Typically offered in alternate years.

277 POSTCOLONIAL WOMEN WRITERS HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES)
R. Mohan
A study of a sampling of women writers from Africa, the Caribbean, and Asia, as well as from the postcolonial diaspora in Britain and the U.S., focusing on the aesthetic strategies developed to represent modernity, globalization, sexuality, and gender roles. Offered occasionally.

278 CONTEMPORARY WOMEN WRITERS HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES AND AFRICAN AND AFRICANA STUDIES)
A. Solomon
Readings in novels, short fiction, poetry, and some non-fictional prose by contemporary women writers. A study of the interrelations between literature written by female authors and the questions, concerns, and debates that characterize contemporary feminist theory. Readings in Moore, Jordan, Gaitskill, Barry, Rankine, Parks, Ng, Morrison, etc. Typically offered in alternate years.
281 FICTIONS OF EMPIRE HU
(CROSS-LISTED IN AFRICAN AND
AFRICANA STUDIES AND GENDER
AND SEXUALITY STUDIES)
R.Mohan
A study of representative texts from the 18th century
to the present which deal with the British colonial
counter. Readings in Defoe, Behn, Haggard,
Kipling, Conrad, Forster, Dinesen, Cary, Coetzee,
and Achebe. Offered occasionally.

282 AN ENERGY OF PROFUSION; AN
ENERGY OF LINE : THE MODERNIST
MOVEMENT, 1900-1920 HU
D.Sherman
This course considers modernism as a collective
enterprise self-conscious and deliberate in the earlier
part of the 20th century that took various forms in
art, literature and architecture. Readings are grouped
around Joyce’s Ulysses, Cubist painting, and
modernist architecture, and are comprised of both
contemporary and critical prose, poetry, philosophic,
political, and aesthetic manifestos. Offered occasionally.

285 DISABILITIES:
AUTOBIOGRAPHY, EDUCATION,
AND THEORY HU
S.Finley
Contemporary autobiographies of disability, placed in
four key contexts: literary history and genre, academic
disability studies, rehabilitation sciences, and the
American educational system as it has been shaped by
the Americans with Disabilities Act of 1990. Offered
occasionally.

289 CONTEMPORARY POETRY HU
T.Devaney
Ostensibly a survey of American avant-garde poetry
from 1950 to the present. This course will endeavor
to examine the ways in which poetry since WWII has
undertaken the task of redefining itself, and in the
process also sought to redefine its relation to politics,
to tradition and history, and more importantly to
language. Offered occasionally.

CORE COURSES

298 JUNIOR SEMINAR I HU
D.Sherman
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. Typically offered every Fall.

299 JUNIOR SEMINAR II HU
S.Finley, D.Sherman
Part II of the sequence focuses on narrative and its
theorization and criticism. Readings include George
Eliot’s Middlemarch, stories by Henry James and
Edgar Allen Poe, and James Joyce’s Ulysses.
Prerequisite: English 298. Typically offered every
Spring.

399 SENIOR CONFERENCE HU
M.McInerney
Students work closely with a faculty consultant over
the course of their senior year in the research and
writing of a 25-30 page essay or a piece of creative
writing accompanied by a critical preface (for the
creative writing concentration). The course
culminates in an hour-long oral examination that
covers the thesis and coursework done for the major.
Prerequisite: Senior Majors only. Typically offered every
Spring.

TOPICS COURSES
The prerequisite for all 300-level topics courses is two
courses in English at the 200 level or permission of
instructor, unless otherwise indicated. Courses vary
from year to year and include the following:

301 TOPICS IN MIDDLE ENGLISH:
SEX & GENDER IN THE MIDDLE
AGES HU (CROSS-LISTED IN
COMPARATIVE LITERATURE AND
GENDER AND SEXUALITY STUDIES)
M.McInerney
This seminar will examine the construction and
representation of sex and gender in the Middle Ages.
Our focus will be on medieval texts (polemic, drama,
lyric, narrative, autobiography), but we will
accomplish these primary readings with secondary
readings in feminist and queer theory and the history
of the body, as well a couple of contemporary novels
which revise or reread medieval texts and ideas.

302 SPEAKING IN TONGUES HU
(CROSS-LISTED IN COMPARATIVE
LITERATURE AND GENDER AND
SEXUALITY STUDIES)
L.Reckson
This course proposes to speak the unspeakable, to
map the curious congruencies and disjunctions
between mystical, aesthetic and philosophical modes
of transcendence.

318 TOPICS IN WESTERN DRAMA
HU (CROSS-LISTED IN
COMPARATIVE LITERATURE)
K.Benston
An investigation of dramatic form, principally in the
gene of tragedy, from Aeschylus to Beckett, read
alongside theoretical and cultural reflections on
theater and the “performative” by such writers as
Plato, Aristotle, Pico, Gosson, d’Aubignac,
Nietzsche, and Foucault. Offered occasionally.

325 ADVANCED SHAKESPEARE HU
K.Benston
Interactions among historical, psychological, and
theatrical interests in the development of
Shakespeare’s vision will be explored alongside
theoretical readings from various critical traditions
(including cultural history, psychoanalysis, feminism,
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Notes</th>
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<tbody>
<tr>
<td>343</td>
<td>Transatlantic Exchanges: Anatomies of Conversion and Revolution in Britain and Early America</td>
<td>L. McGrane</td>
<td>Typically offered in alternate years.</td>
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<tr>
<td>346</td>
<td>Topics in 18th-Century Literature</td>
<td>L. McGrane</td>
<td>Offered occasionally.</td>
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<td>347</td>
<td>Spectacle &amp; Spectatorship in 18th-Century London (Cross-listed in Gender and Sexuality Studies)</td>
<td>L. McGrane</td>
<td>This course explores the act of seeing and the status of the seen in eighteenth-century British literature and culture. In a burgeoning London, readers and viewers understood faces, clothing, even postures as meaningful texts. Relying on theorists of the imagination and the visual, we will examine both the pleasures and the more troubling implications of visual culture in eighteenth-century British literature (drama, poetry, novel and popular culture). Typically offered in alternate years.</td>
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<tr>
<td>348</td>
<td>Topics in 19th Century Literature</td>
<td>A. Benneit</td>
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<td>352</td>
<td>Romanticism and Theory</td>
<td>S. Finley</td>
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<td>353</td>
<td>Poverty and Its Representation in 19th-Century Britain</td>
<td>S. Finley</td>
<td>A study of the &quot;street-folk&quot; and working poor of the 1840’s and 1850’s, in social documents, novels, and radical critique.</td>
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<td>354</td>
<td>Remembrance and Mourning: Literature of the Great War</td>
<td>S. Finley</td>
<td>This course follows the responses of literature to the personal, historical, and spiritual catastrophe of the Great War, 1914-1918. Our theoretical center will be the study of the processes of traumatic memory.</td>
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<td>356</td>
<td>Studies in American Environment and Place</td>
<td>S. Finley</td>
<td>Typically offered in alternate years.</td>
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<td>361</td>
<td>Topics in African-American Literature (Cross-listed in African and Africana Studies)</td>
<td>K. Benston</td>
<td>Offered occasionally.</td>
</tr>
<tr>
<td>362</td>
<td>Topics in American Literature (Cross-listed in Gender and Sexuality Studies)</td>
<td>G. Stadler</td>
<td>Offered occasionally.</td>
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<td>363</td>
<td>Topics in American Literature (Cross-listed in African and Africana Studies and Gender and Sexuality Studies)</td>
<td>C. Zwarg</td>
<td>Martyr, fanatic, hero, revolutionary, terrorist, sage? Who was John Brown and what did he come to represent for our culture? 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 both before and after the Civil War. These interests include 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 divergent cultural narratives and memories</td>
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<td>364</td>
<td>After Mastery: Trauma, Reconstruction, and the Literary Event</td>
<td>C. Zwarg</td>
<td>This course will expose students to recent trauma theory and the segregated traditions of literary history. Thinking about trauma theory before and after Freud, we will look again at authors attempting to bring together (and sometimes keep apart) cultural traditions irrupting into literary form throughout the 19th and early 20th century.</td>
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<tr>
<td>365</td>
<td>Topics in American Literature: How to Do Things with Books: Literature, Performance, Pedagogy</td>
<td>G. Stadler</td>
<td>This course examines fiction, poetry, and criticism by a series of 19th-century American writers who have positioned the encounter between reader and text as an act or event with unpredictable effects. A central focus is these texts’ notion of pedagogy: framing our reading through contemporary theory, we will ask how literature teaches, what it teaches, how you come</td>
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to believe that you’ve been taught something, or that
you’ve not been taught something. Offered
occasionally.

371 WRITING, SOUND, AND
MODERNITY HU
G.Stadler
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. Offered occasionally.

372 TOPICS IN IRISH LITERATURE:
JOYCE/BECKETT HU
D.Sherman
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. Typically offered in alternate years.

373 MODERNIST NARRATIVES HU
R.Mohan
A study of the historical, aesthetic, and epistemological implications of literary modernism in Britain. The course explores narrative strategies writers such as Conrad, Ford, Joyce, Woolf, Bowen, West, Rhys, and Durrell devised to bring coherence and resolution to the experience of crisis and fragmentation associated with modernity. Typically offered in alternate years.

377 PROBLEMS IN POSTCOLONIAL LITERATURE: VIOLENCE, TERROR,
AND IDENTITY HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES)
R.Mohan
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, non-fiction and film, the course will explore the different effects of realism, magical realism, surrealism, and the grotesque as modes of representation. Typically offered in alternate years.

381 TEXTUAL POLITICS: MARXISM, FEMINISM, AND THE DECONSTRUCTION HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES)
G.Stadler
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. Offered occasionally.

382 ON THE SUBLIME HU (CROSS-
LISTED IN COMPARATIVE LITERATURE)
D.Sherman
A study of the literature of the sublime as, variously, a crisis of representation or the shattering of forms of knowledge; temporal and spatial disruption raised to a metaphysics of place and person; a deeply gendered and problematic poetics of (male) desire; a psychological structuring of the traumatic encounter with the Other; a recuperative gesture in a poetics of memory. Offered occasionally.

383 TOPICS IN AMERICAN LITERATURE: THE INFLUENCE
OF HENRY JAMES, OR THE LESSONS
OF THE MASTER HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
D.Sherman
A reading of the major works in their subtle and ambiguous moral and political economies of desire. Offered occasionally.

385 APOCALYPTIC LITERATURE HU
M. McInerney
This course will center on readings of John, Langland, Dante and Blake, but will require the reading of images as well as texts. This may include (but will not be limited to) medieval manuscript illuminations in illustration of the Apocalypse of John, medieval and early modern allegorical paintings, and Blake’s Illuminations.

388 PROBLEMS IN NARRATIVE:
OBSESSION, TRAUMA, HYSTERIA,
OBLIVION, BLISS HU (CROSS-
LISTED IN COMPARATIVE LITERATURE)
K.Benston
An inquiry into narrative process via scrutiny of moments, styles, themes, and perspectives that threaten to subvert, disable, or radically transform the very forms in which they appear. Texts for thus scrutinizing narrative and its internal transgressions will include novels, short-stories, films, plays, paintings, and theoretical ruminations. Offered occasionally.

389 PROBLEMS IN POETICS: THE INTERPRETATION OF LYRIC
HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
K.Benston
An examination of theoretical issues and presentational strategies in various verse structures from Ovid to Bishop. Close readings of strategically grouped texts explore the interplay of convention and innovation with close attention to rhetorics of desire, external and internal form, and recurrent lyric figures, tropes, and topos. Typically offered in alternate years.
390 THE CELTIC FRINGE: IRISH, SCOTS AND WELSH POETRY 1747-2009 HU
M.McInerney
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. Offered occasionally.

480 INDEPENDENT STUDY HU
M.McInerney

COURSES OFFERED IN OTHER DEPARTMENTS CROSS-LISTED IN ENGLISH

240 AS THE WORLD TURNED: MILTON AND EARLY MODERN REVOLUTIONS HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
D.Sedley
A study of John Milton’s major poems and prose in their historical contexts, with particular attention to Milton’s engagements with aesthetic, scientific, and political inventions of the seventeenth century. Prerequisite: Freshman Writing Offered occasionally.
Environmental Studies

Haverford, Bryn Mawr and Swarthmore Colleges offer an interdisciplinary Tri-College Environmental Studies Minor, involving departments and faculty from the natural sciences, engineering, math, the humanities, and the arts on all three campuses. The Tri-College Environmental Studies Minor aims to bring students and faculty together to explore interactions among earth systems, human societies, and local and global environments. Students may complete a minor in Environmental Studies 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 Environmental Studies director.

The Tri-Co ES Minor aims to cultivate in students the capacity to identify and confront key environmental issues through a blend of multiple disciplines, encompassing historical, cultural, economic, political, scientific, and ethical modes of inquiry. Acknowledging the reciprocal dimensions of materiality and culture in the historical formations of environments, this program is broadly framed by a series of interlocking dialogues: between the “natural” and the “built”; between the local and the global; and between the human and the nonhuman.

The minor consists of six courses, including an introductory course and capstone course, and the courses may be completed at any of the three campuses (or any combination thereof). To declare the minor, students should contact the Environmental Studies director at their home campus.

Environmental Studies Faculty

**Affiliated Faculty at Haverford:**
- Helen White, Chemistry, Environmental Studies Director
- Kim Benston, English
- Craig Borowiak, Political Science
- Kaye Edwards, Interdisciplinary Programs
- Steve Finley, English
- Andrew Friedman, History
- Megan Heckert, Independent Programs and Environmental Studies, Tri-Co GIS
- Karl Johnson, Biology
- Joshua Moses, Anthropology
- Iruka Okeke, Biology
- Rob Scarrow, Chemistry
- Jonathan Wilson, Biology

**Affiliated Faculty at Bryn Mawr:**
- Victor Donnay, Mathematics, Environmental Studies Director
- Don Barber, Geology, Alderfer Chair in Environmental Studies
- Peter Briggs, English
- Joshua Caplan, Biology, Bucher-Jackson Fellow
- Rick Davis, Anthropology (on leave semester II)
- Jonas Goldsmith, Chemistry
- Karen Greif, Biology
- Carol Hager, Political Science
- Megan Heckert, Growth and Structure of Cities and Environmental Studies, Tri-Co GIS
- Thomas Mozdzer, Biology
- Michael Rock, Economics
- David Ross, Economics
- Bethany Schneider, English
- Ellen Stroud, Growth and Structure of Cities, Harris Chair in Environmental Studies (on leave semesters I and II)
- Nathan Wright, Sociology

**Affiliated Faculty at Swarthmore:**
- Peter Collings, Physics and Astronomy, Environmental Studies Director
- Elizabeth Bolton, English Literature
- Timothy Burke, History
- Erich Carr Everbach, Engineering
- Giovanna Di Chiara, Political Science
- Megan Heckert, Political Science and Environmental Studies, Tri-Co GIS
- Alison Holliday, Chemistry and Biochemistry
- Eric Jensen, Physics and Astronomy
- Jose-Luis Machado, Biology
- Arthur McGarity, Engineering
- Rachel Merz, Biology
- Carol Nackenoff, Political Science
- Hans Oberdiek, Philosophy
- Christine Schuetze, Sociology and Anthropology
- Mark Wallace, Religion and Environmental Studies

Environmental Studies Requirements

The Environmental Studies Interdisciplinary Minor consists of six courses, as follows:

1. A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Bryn Mawr or Haverford or the parallel course at Swarthmore College (ENVS 001). Any one of these courses will satisfy the requirement, and students may take no more than one such course for credit toward the minor.

2. Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following two categories (A and B). No more than one cognate course credit may be used for each category (see the Environmental Studies website for course lists and more information about core and cognate courses). For Haverford College students, no more than one of these four course credits may be in the student’s major.
A) Environmental Science, Engineering & Math: courses that build understanding and knowledge of scientific methods and theories, and that explore how these can be applied in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.

B) Environmental Social Sciences, Humanities & Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.

3. A senior seminar (case-based), with culminating work that reflects tangible research design and inquiry, but which might materialize in any number of project forms. Bryn Mawr College’s ENVS 397 (Environmental Studies Senior Seminar, co-taught by faculty members from Bryn Mawr and Haverford Colleges) and Swarthmore College’s ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

Haverford College students interested in the Environmental Studies minor should plan their course schedule with the Haverford College Director of Environmental Studies in consultation with their major advisor. In choosing electives, students are encouraged to reach beyond their major, and to include mostly intermediate or advanced courses. Additional information about the minor, including an updated list of affiliated faculty and approved electives, are available on the Environmental Studies website.

ENVIRONMENTAL STUDIES CORE COURSES

Courses listed here are taught at Haverford College or are co-taught by Haverford faculty members. Other options are available at Bryn Mawr or Swarthmore Colleges.

ENVS 101 Case Studies in Environmental Issues
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, coexistence, the commons, and situational ethics are variously defined and employed within specific explorations of environmental challenges in the modern world. Limited to 40 students, with preference given to juniors who are declared Environmental Studies minors, then to sophomores, then first year students (with a minimum of five spots reserved for first year students).

ENVS 397 (Bryn Mawr College): Senior Seminar in Environmental Studies
This capstone Environmental Studies course is designed to allow Environmental Studies seniors to actively engage in environmental problem solving by bringing the perspectives and skills gained from their majors and applying them to collaborative interdisciplinary projects. Prerequisite: Open only to Environmental Studies students who have completed all introductory work for the minor.

ENVIRONMENTAL STUDIES ELECTIVE COURSES

The ES Minor Steering Committee determines the list of courses approved to meet the minor requirements and classifies the courses in two categories: core and cognate courses.

- Core courses are those within the Tri-College community that are centrally organized around environmental themes and devote at least 50% of the class time to studying environmental issues.
- Cognate courses are those that have less focus on the environment compared to core courses, but nevertheless build understanding and knowledge of areas of inquiry that are highly valuable to the study and solution of environmental problems. While the focus on the environment typically occupies less than half of the class time in cognate courses, there is some mention of how the main focus of the course can inform understanding of environmental issues.

The approved lists are subject to revision and the list published on the website immediately prior to each semester will govern which courses may be used to satisfy the elective requirements.
Students may complete a minor in Film Studies.

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-Co 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.

FILM STUDIES FACULTY

DIRECTOR
Roberta Ricci, Italian

STEERING COMMITTEE
Homay King, History of Art
Imke Meyer, German and German Studies
Hoang Tan Nguyen, English
Roberta Ricci, Italian
Michael Tratner, English
Sharon Ullman, History

Affiliated Faculty
Erica Cho, History of Art
Timothy Harte, Russian
Steven Levine, History of Art
Azade Seyhan, German and Comparative Literature
H. Rosi Song, Spanish

FILM STUDIES MINOR REQUIREMENTS

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-Western cinema. The minor consists of a total of six courses and must include the following:

- One introductory course in the formal analysis of film
- One course in film history or an area of film history
- One course in film theory or an area of film theory
- Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student’s choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

FILM 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.

COML B238 The History of Cinema 1895 to 1945
Silent Film: From the United States to Soviet Russia and Beyond (Cross-listed as ENGL B238, HART B238, RUSS B238)
Staff
This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social and even philosophical, so that students can develop a deeper understanding of silent cinema’s rapid evolution.

COML B306 Film Theory (Cross-listed as ENGL B306, HART B306)
S. Levine
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; and 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.

**EDUC B320 Topics in German Literature and Culture (Cross-listed as GERM B320)**

*Staff*

This is a topics course. Course content varies. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; and No Child Left Behind: Education in German Literature and Culture.

**ENGL B205 Introduction to Film (Cross-listed as HART B205)**

*H. Nguyen*

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.

**ENGL B238 The History of Cinema 1895 to 1945: Silent Film: From United States to Soviet Russia and Beyond (Cross-listed as COML-B238, HART-B238, RUSS-B238)**

*Staff*

This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social, and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution.

**ENGL B257 Gender and Technology (Cross-listed as CMSC B257)**

*Staff*

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of online, filmic, fictional and critical media; and what all of the above suggest for the technological engagement of everyone in today's world. Counts toward Gender and Sexuality Studies.

**ENGL B263 Film and German Literature Imagination (Cross-listed as GERM B262)**

*H. Schlippache*

This is a topics course. Topics vary. Counts toward: Gender and Sexuality Studies.

**ENGL B280 Video Practices: From Analog to Digital (Cross-listed as HART B280)**

*Staff*

This course explores the history and theory of video art from the late 1960s to the present. The units include: aesthetics, activism, access, performance and institutional critique. We will reflect on early video’s “utopian moment” and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 (Intro to Film) or consent of the instructor. Counts toward Gender and Sexuality Studies.

**ENGL B299 History of Narrative Cinema, 1945 to the Present (Cross-listed as HART B299)**

*Staff*

This course surveys the history of narrative film from 1945 through the contemporary moment. We will analyze a series of styles and national cinemas in chronological order, including Italian Neorealism, the French New Wave and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political and psychological dimensions of cinema.

**ENGL B306 Film Theory (Cross-listed as COML B306, HART B306)**

*S. Levine*

This course covers a selection of key texts in film theory. Our primary method of inquiry will be close analysis of primary theoretical texts. Topics of discussion may include: the ontology of the photographic image, the ethics of cinema, cinematic space and temporality, and film theory’s relationship to other forms of visual media. Film screenings will serve to illustrate and complicate theoretical concepts. Fulfills the theory requirement for Film Studies minors.

**ENGL B323 Movies, Fascism and Communism**

*M. 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 alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going.
ENGL B324 Topics in Shakespeare: Shakespeare on Film
Staff
Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

ENGL B334 Topics in Film Studies (Cross-listed as HART-B334)
H. Nguyen
This is a topics course. Content varies. Current topic: Global Queer Cinema. Description: The course examines same-sex eroticsm as depicted in global cinemas; it considers these films through the theories of globalization, transnationalism and diaspora. Counts toward Gender and Sexuality Studies.

ENGL B336 Topics in Film: Found Footage Film (Cross-listed as HART-B336)
Staff
This course examines experimental film and video from the 1930s to the present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

ENGL B353 Queer Diasporas: Empire, Desire and the Politics of Placement
Staff
Looking at fiction and film from the U.S. and abroad through the lenses of sexuality studies and queer theory, we will explore the ways that both current and past configurations of sexual, racial and cultural personhood have inflected, infringed upon, and opened up spaces of local/global citizenship and belonging. Prerequisites: An introductory course in film, or GNST B290 or ENGL B290. Counts toward Gender and Sexuality Studies.

ENGL B367 Asian American Film Video and New Media (Cross-listed as HART-B367)
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 the present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed. Counts toward Gender and Sexuality Studies.

GERM B362 Film and the German Literary Imagination (Cross-listed as ENGL B263)
H. Schlipphacke
This is a topics course. Course content varies. Counts toward International Studies Minor. Not

GERM B320 Topics in German Literature and Culture (Cross-listed as EDUC-B320)
A. Seyhan
This is a topics course. Course content varies. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; and No Child Left Behind: Education in German Literature and Culture.

GNST B255 Video Production
E. Cho
This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience, instructor discretion.

GNST B302 Topics in Video Production
E. Cho
This course is an immersive experience in the art of narrative film, combined with technical instruction in cinematography, sound and editing. Coursework includes critiques, creative writing exercises, formal analysis of film clips, presentations, group projects, attending local film festival, and the production of a digital short film using narrative techniques. Prerequisite: GNST B255, ENGL/HART B205 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies. Please contact instructor for pre-requisite questions.

HART B110 Critical Approaches to Visual Representation: Identification in the Cinema
Staff
An introduction to the analysis of film through particular attention to the role of the spectator.

HART B205 Introduction to Film (Cross-listed as ENGL-B205)
H. Nguyen
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.

HART B215 Russian Avant-Garde Art, Literature and Film (Cross-listed as RUSS B215)
Staff
This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century.
Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovskiy) and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

HART B238 The History of Cinema 1895 to 1945
Silent Film: From United States to Soviet Russia and Beyond (Cross-listed as ENGL-B238, COML-B238, RUSS-B238)
Staff
This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution.

HART B280 Video Practices: Analog to Digital
(Cross-listed as ENGL-B280)
Staff
This course explores the history and theory of video art from the late 1960s to the present. The units include: aesthetics, activism, access, performance and institutional critique. We will reflect on early video’s “utopian moment” and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 (Intro to Film) or consent of the instructor. Counts toward Film Studies minor.

HART B299 History of Narrative Cinema, 1945 to Present
(Cross-listed as ENGL B299)
Staff
This course surveys the history of narrative film from 1945 through the contemporary moment. We will analyze a series of styles and national cinemas in chronological order, including Italian Neorealism, the French New Wave and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political and psychological dimensions of cinema. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

HART B306 Film Theory
(Cross-listed as ENGL B306; COML B306)
S. Levine
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; and 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. Note.

HART B334 Topics in Film Studies
(Cross-listed as ENGL B334)
H. Nguyen
This is a topics course. Content varies. Current topic: Global Queer Cinema. Description: The course examines same-sex erotics as depicted in global cinemas; it considers these films through the theories of globalization, transnationalism, and diaspora. Counts toward Gender and Sexuality Studies.

HART B336 Topics in Film: Found Footage Film
(Cross-listed as ENGL B336)
Staff
This course examines experimental film and video from the 1930s to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

HART B367 Asian American Film, Video and New Media
(Cross-listed as ENGL B367)
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. Counts toward Gender and Sexuality Studies.

HEBR B110 Israeli Cinema
Staff
The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political and cultural changes in Israeli and Palestinian societies and their impact on films’ form and content. Counts toward Middle Eastern Studies.

HIST B284 Movies and America
S. Ullman
Movies are one of the most important means by which Americans come to know—or think they know—their own history. This class examines the complex cultural relationship between film and
American historical self-fashioning. Counts toward Gender and Sexuality Studies.

ITAL B225 Italian Cinema and Literary Adaptation
R. Ricci
The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close textual analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death and family in the Italian context.

RUSS B215 Russian Avant-Garde Art, Literature and Film (Cross-listed as HART B215)
Staff
This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky) and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

RUSS B238 The History of Cinema 1895 to 1945 Silent Film: From the United States to Soviet Russia and Beyond (Cross-listed as ENGL-B238, COML-B238, HART-B238)
Staff
This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social and even philosophical, so that students can develop a deeper understanding of silent cinema’s rapid evolution.

RUSS B258 Soviet and Eastern European Cinema of the 1960s
T. 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.

SPAN B318 Adaptaciones literarias en el cine español
Staff
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. Prerequisite: A 200-level course in Spanish, SPAN 208. Counts toward Latin American, Latino and Iberian Peoples and Cultures.
**FINE ARTS**

The fine arts courses offered by the department are structured to accomplish the following:

(1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art.

(2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

**FINE ARTS FACULTY**

Audrey A. and John L. Dusseau Professor in the Humanities and Curator of Photography
William E. Williams
Professor of Fine Arts Ying Li
Associate Professor Markus Baenziger
Associate Professor Hee Sook Kim
Visiting Assistant Professor Elizabeth Whalley
Visiting Assistant Professor Vita Litvak
Instructor John Goodrich

**FINE ARTS MAJOR REQUIREMENTS**

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

**MINOR REQUIREMENTS**

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

**FINE ARTS COURSES**

**101 ARTS FOUNDATION-DRAWING (2-D)**

*Staff*

Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

**102 ARTS FOUNDATION-DRAWING**

*M. Baenziger*

This is a seven week course designed to provide an overview of basic drawing techniques addressing line, form, space, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and the landscape. Students will explore a range of materials, wet, dry, collage, and some projects are designed to expand on the idea of drawing with three-dimensional concepts. *Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

**103 ARTS FOUNDATION-PHOTOGRAPHY**

*HU*

*Staff*

Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

**104 ARTS FOUNDATION-SCULPTURE**

*M. Baenziger*

This is a seven week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course. Important: ARTSH106(Foundation Drawing 3D) is the first half of each semester and ARTSH104 (Foundation Sculpture) is the second half of each semester. Students interested in taking Foundation Sculpture must attend the first day of ARTSH106 Foundation Drawing to enter lotto for Foundation Sculpture. If unable to attend first class of the semester email the professor. *Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

**106 ARTS FOUNDATION-DRAWING (3-D)**

*M. Baenziger*

This is a seven week, half semester course designed to provide an overview of basic drawing techniques addressing line, form, space, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and the landscape. Students will explore a range of materials, wet, dry, collage, and some projects are designed to expand on the idea of drawing with three-dimensional concepts. ARTSH106 is only offered the first half of each semester with ARTSH104(Foundation Sculpture) offered the second half of each semester. If unable to attend first day of class email professor. *Prerequisite:* None. Over-enrollment will be determined by lottery. 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. Enrollment limited to 18 students.

**107 ARTS FOUNDATION-PAINTING HU**

Staff

**Prerequisite:** Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Preference will also be given to students with Foundations-Drawing experience. Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

**108 ARTS FOUNDATION-PHOTOGRAPHY HU**

Staff

**Prerequisite:** Overenrollment will be determined by lottery conducted by Prof. on the first day of class. Course is a repeat of 103D/108H.

**109 ARTS FOUNDATION-SCULPTURE HU**

M. Baenziger

This is a seven week 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. **Prerequisite:** None. Over-enrollment will be determined by lottery. 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. Enrollment limited to 15 students.

**120 FOUNDATION PRINTMAKING: SILKSCREEN HU**

H. Kim

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement. **Prerequisite:** Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class.

**121 FOUNDATION PRINTMAKING: RELIEF PRINTING HU**

Staff

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. **Prerequisite:** Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.

**122 FOUNDATION PRINTMAKING: LITHOGRAPHY HU**

H. Kim

A seven-week course covering various techniques and approaches to Lithography, including stone and plate preparation, drawing materials, editioning, black and white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. **Prerequisite:** Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.

**123 FOUNDATION PRINTMAKING: ETCHING HU**

Staff

A seven-week course covering various techniques and approaches to intaglio printmaking including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. **Prerequisite:** Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.

**124 FOUNDATION PRINTMAKING: MONOTYPE HU**

H. Kim

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. **Prerequisite:** Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class.

**216 HISTORY OF PHOTOGRAPHY FROM 1839 TO THE PRESENT HU**

W. Williams

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society. **Prerequisite:** Sophomore standing

**217 THE HISTORY OF AFRICAN-AMERICAN ART FROM 1619 TO THE PRESENT HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)**

W. Williams

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings. **Prerequisite:** Any HART Course, 200
218 CHINESE CALLIGRAPHY AS AN ART FORM HU (CROSS-LISTED IN EAST ASIAN STUDIES)  
Y. Li  
This course combines studio practice and creating art projects with slide lectures, readings, and museum visits. Students will study the art of Chinese Calligraphy, and its connection with Western art. No Chinese language required.  

223 PRINTMAKING: MATERIALS AND TECHNIQUES: ETCHING HU  
H. Kim  
Concepts and techniques of B/W & Color Intaglio. Line etching, aquatint, soft and hard ground, chin-collé techniques will be explored as well as visual concepts. Developing personal statements will be encouraged. Individual and group critiques will be employed. Prerequisite: Permission of instructor by review of portfolio  

224 COMPUTER AND PRINTMAKING HU  
H. Kim  
Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. Prerequisite: An intro printmaking course or permission by portfolio review.  

225 LITHOGRAPHY: MATERIAL AND TECHNIQUES HU  
H. Kim  
An intermediate course covering B/W and Color Lithography in plates and stones. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. An edition of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: Permission of Instructor by review of portfolio.  

231 DRAWING (2-D): ALL MEDIA HU  
Y. Li  
Students are encouraged to experiment with various drawing media and to explore the relationships between media, techniques and expression. Each student will strive to develop a personal approach to drawing while addressing fundamental issues of pictorial space, structure, scale, and rhythm. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.  

233 PAINTING: MATERIALS AND TECHNIQUES HU  
Y. Li  
Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.  

243 SCULPTURE: MATERIALS AND TECHNIQUES HU  
M. Baenziger  
This course is designed to give students an in depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials will be introduced in class. Students will be encouraged to develop their own visual vocabulary and to understand their ideas in the context of contemporary sculpture. Projects are designed to provide students with a framework to explore all sculptural techniques introduced in class while developing their own personal form of visual expression. Course may be repeated for credit. Prerequisite: Fine Arts Foundations or consent.  

251 PHOTOGRAPHY: MATERIALS AND TECHNIQUES HU  
W. Williams  
Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and-white photographic materials in analog or digital formats necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 103 or equivalent. Prerequisite: Fine Arts 103 or equivalent.
253 THE THEORY AND PRACTICE OF CONCEPTUAL ART HU (CROSS-LISTED IN INDEPENDENT COLLEGE PROGRAMS)

J.Muse

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble—without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.

260 PHOTOGRAPHY: MATERIALS AND TECHNIQUES HU

W.Williams

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate color materials or processes in analog or digital format necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 103 or equivalent. Prerequisite: Fine Arts Foundations or consent.

321 EXPERIMENTAL STUDIO: ETCHING HU

H.Kim

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-colle, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: Permission of instructor by review of portfolio.

322 EXPERIMENTAL STUDIO: PRINTMAKING: LITHOGRAPHY HU

H.Kim

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three-dimensional design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: One course in printmaking or consent.

327 EXPERIMENTAL STUDIO: LITHOGRAPHY AND INTAGLIO HU

H.Kim

Concepts and techniques of black and white and color lithography. The development of a personal direction is encouraged. Prerequisite: A foundation drawing course and Foundation Printmaking, or permission of instructor.

331 EXPERIMENTAL STUDIO: DRAWING (2-D) HU

Y.Li

Students will build on the work done in 200 level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists’ lecture and crits. Each student will present a 15-minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: Fine Arts 231A or B, or consent.

333 EXPERIMENTAL STUDIO: PAINTING HU

Y.Li

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 medium in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists’ lecture and crits. Each student will present a 15-minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: Fine Arts 223A or B, or consent.

343 EXPERIMENTAL STUDIO: SCULPTURE HU

M.Baenziger

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing his or her individual form of expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture. Advanced three-dimensional concepts and fabrication techniques including bronze casting will be introduced in class. May be repeated for credit.

Prerequisite: Fine Arts 243A or B, or consent of instructor.
351 EXPERIMENTAL STUDIO: PHOTOGRAPHY HU

W. Williams

Students produce an extended sequence of their work in either book (ARTSH351A) or exhibition (ARTSH351B) 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 (351A) and the exhibition project second semester (351B). At the end of each semester the student may exhibit his/her project. Prerequisite: Fine Arts 251A and 260B

460 TEACHING ASSISTANT HU

M. Baenziger

499 SENIOR DEPARTMENTAL STUDIES HU

M. Baenziger

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student’s insights and skills. At the end of the senior year the student is expected to produce a show of his or her work. Prerequisite: Senior Majors
French and Francophone Studies

The Departments of French and Francophone Studies at Haverford and Bryn Mawr offer a variety of courses and two options for the major. The major in French lays the foundation for an understanding and appreciation of French and Francophone literature and cultures. Course offerings serve both those with particular interest in French and Francophone literature, literary theory and criticism, as well as those with particular interest in 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.

Unless they have not previously studied French, all entering students (freshmen and transfers) who wish to pursue their study of French must take a placement examination upon entrance to Haverford and Bryn Mawr. Those students who begin French have two options: study of the language in the intensive sections (the sequence FREN 001-002 of Elementary French Intensive) or in the non-intensive sections (the sequence FREN 001-002 of Elementary French Non-Intensive).

At the intermediate level students also have the choice of studying the language non-intensively (the sequence FREN 003-004), or intensively (FREN 005). FREN 003-004 is a year-long course, and both semesters are required for credit. It is open to students who have taken FREN 001-002 or who have been placed in it by departmental examination. FREN 005 is open only to students who have been specially placed by the departmental placement exam or to students who have taken the intensive Elementary course. Intensive Intermediate 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 who are considering doing so and have been placed at the 001 level to take the intensive option.

The 100-level courses introduce students to the study of French and Francophone literature 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. 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).

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. In both options, the departments admit students to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

The Department of French also cooperates with the Departments of Italian and Spanish in the Romance Languages major.

French and Francophone Studies Faculty

At Haverford:
Professor Koffi Anyinefa
Instructor Marie-Laure Epaminondas
Associate Professor David L. Sedley, Chair and major advisor

At Bryn Mawr:
Eunice Morgan Schenck 1907 Professor Grace M. Armstrong, Chair and major advisor
Lecturer Benjamin Cherel
Associate Professor Francis Higginson
Assistant Professor Rudy Le Menthéour, Professor and Director of the Avignon Institute
Brigitte Mahuzier
Lecturer Agnès Peysson-Zeiss

French and Francophone Studies Major Requirements

1. French and Francophone Literature:
   • FREN 005–102 or 005–105
   • FREN 101–102 or 101–105
   • FREN 212 or 260
   • 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 and, 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 regarding the Senior Experience see FRENCH AND FRANCOPHONE STUDIES HONORS AND THE SENIOR EXPERIENCE (below).

2. Interdisciplinary Studies in French:
   • FREN 005–102 or FREN 005–105
   • FREN 101–102 or FREN 101-105
• FREN 212 or 260
• two 200-level courses within the French departments: e.g., FREN 255, 291 or 299
• two 200-level courses to be chosen by the student outside the French departments (at Haverford/BMC 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 concerning the thesis and the rest of the Senior Experience, see FRENCH AND FRANCOPHONE STUDIES HONORS AND THE SENIOR EXPERIENCE, below). 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.

3. Both concentrations: all French majors are expected to acquire fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take FREN 212 or 260, or their equivalent. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the Graduate School at Bryn Mawr.

FRENCH AND FRANCOPHONE STUDIES MINOR REQUIREMENTS
Requirements for a French minor are:
• FREN 005–102 or 005–105
• FREN 101–102 or 101–105
• FREN 212 or 260
• four courses at the 200 and 300 levels. At least one course must be at the 300 level.

FRENCH AND FRANCOPHONE STUDIES HONORS AND THE SENIOR EXPERIENCE
For the French and Francophone Literature concentration, after taking Senior Conference in the fall semester of senior year, students have two options for the spring semester: They may write a thesis (30–40 pp.) under the direction of a faculty member or they may write an essay (15–20 pp.) 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 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. This option appeals, for example, to double-majors with another thesis or to pre-medical students. The department awards Honors for excellence in the Senior Experience, whether it involves a senior essay or senior thesis, following the oral defense.

For the Interdisciplinary Studies in French concentration, students take FREN 325 or 326 in their senior year and, if they have not already done so, complete the two 300-level courses required outside the department. In the Spring semester they write a thesis in French or English under the direction of a member of the French faculty and a mentor outside the department. The department confers Honors for excellence in the Senior Experience after the oral defense of the senior thesis.

FRENCH TEACHER CERTIFICATION
The Department of French offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

FRENCH A.B./M.A. PROGRAM
Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Students may complete such a program in four or five years and undertake it with the approval of the department and of the dean of Bryn Mawr's Graduate School of Arts and Sciences.

FRENCH AND FRANCOPHONE STUDIES STUDY ABROAD
Students majoring in French may, by a joint recommendation of the deans of the colleges and the Department of French, be allowed to spend their junior year in France under one of the junior year plans approved by their respective college; those organized by Sweet Briar and Wellesley College are approved by both Haverford and Bryn Mawr. Haverford students may also apply to IES programs in France or to the University of Pennsylvania programs in Senegal.

Students wishing to enroll in a summer program may apply for admission to the Institut d’Études Françaises d’Avignon, held under the auspices of Bryn Mawr. The Institute is designed for selected undergraduate and graduate students with a serious interest in French and Francophone literature and cultures, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France and French-speaking countries. The curriculum includes general and advanced courses in French language, literature, social sciences, history, art and economics (including the possibility of internships in Avignon). The
program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

**FRENCH AND FRANCOPHONE STUDIES COURSES**

**001, 002 Elementary French Non-Intensive HU**
B. Cherel/R. Cooke
These courses emphasize the speaking and understanding of French 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 five hours each week. This is a year-long course; both semesters (001 and 002) are required for credit.

**001, 002 Elementary French Intensive**
A. Peysson-Zeiss/Staff

**003, 004 Intermediate French Non-Intensive HU**
B. Cherel/R. Cooke/P. Higginson/B. Mahuzier/D. Sedley/L. Swanson
This course continues the emphasis on speaking and understanding French, with readings from French literature and cultural media, and students write short papers in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets three hours each week, 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:** FREN 002, Non-Intensive, and departmental placement.

**005 Intermediate French HU**
G. Armstrong/R. Cooke/A. Peysson-Zeiss
This course continues the emphasis on speaking and understanding French, with readings of literary and cultural texts, and students write increasingly longer papers in French. In addition to the three class meetings each week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take FREN 102 or 105 in the second semester. Open only to graduates of Intensive Elementary French or to students specially placed by the department. Students who are not graduates of Intensive Elementary must take either FREN 102 or 105 in Semester II to receive credit.

**101 Introduction à l'analyse littéraire et culturelle I HU**
K. Anyinnefa/G. Armstrong/D. Sedley
This is a 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. The class emphasizes participation in discussion and practice in written and oral expression, as well as grammar review. Open only to graduates of Intermediate French or to students specially placed by the department.

**102 Introduction à l'analyse littéraire et culturelle II HU**
A. Peysson-Zeiss/L. Swanson
This course supports the continued development of students’ expertise in literary and cultural analysis, by emphasizing close reading as well as oral and written analyses of works from various genres and periods of French/Francophone works in written and visual modes. Readings begin with comic theatre of the 17th and 18th centuries and build to increasingly complex short stories, poetry and novels of the 19th and 20th centuries. This class continues to emphasize participation in guided discussion and practice in oral/written expression, as well as grammar review. **Prerequisite:** FREN 005 or 101. Offered in the spring.

**105 Directions de la France Contemporaine HU**
B. Cherel/R. Cooke
This is 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 multicultural society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, students do readings from newspapers, contemporary literary texts, magazines complemented by video materials. **Prerequisite:** FREN 005, 101 or 103. Offered in the spring.

**201 Le Chevalier, la dame et le prêtre: Littérature et publics du Moyen Age HU**
G. Armstrong
Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious men and women in France from the Carolingian period through 1500. Students read selected works from epic, lai, roman courtos, fabliau, theater, letters and contemporary biography in modern French translation.

**202 Crises et identités: La Renaissance HU**
D. Sedley
This is a study of the development of Humanism, the concept of the Renaissance and the Reformation. The course focuses on representative works, with special attention to the prose of Rabelais and Montaigne, the Conteurs, the poetry of Marot, Scève, the Pléiade and d’Aubigné.

**203 Passion et culture: Le Grand Siècle HU**
D. Sedley
This course places representative authors and literary movements within their cultural context, with special
attention to development of the theater (Corneille, Molière and Racine) and women writers of various genres.

204 Le Siècle des Lumières HU
R. Le Mentheour
Representative texts of the Enlightenment and the Pre-Romantic movement, with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieum Voltaire, Diderot and Rousseau.

205 Le Temps des prophètes: de Chateaubriand à Baudelaire (1800–1860) HU
B. Mahuzier
From Chateaubriand and Romanticism to Baudelaire, this is a study of selected poems, novels, and plays.

206 Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture HU
B. Mahuzier
This is a study of selected works by Claudel, Gide, Proust, Rimbaud, Valéry, Verlaine and Zola.

207 Introduction to 20th and 21st Century Literature HU
P. Higginson
A study of selected works illustrating the principal literary movements from 1930 to the present.

212 Grammaire avancée, composition et conversation HU
K. Anyinefa
This is a general review of the most common difficulties of the French language. It offers practice in composition, and conversation.

213 Approches critiques et théoriques / Theory in Practice: Humanities HU
D. Sedley
This seminar provides exposure to influential 20th-century French thinkers. It examines three major currents: Postcolonial theory, Feminist theory and Post-Structuralist theory. The primary goal here is to introduce students to exciting and difficult critical thought that will prove useful to their future studies and will begin to develop necessary critical skills. While the materials covered are primarily grounded in French intellectual history, the course also spends time situating these intellectual currents in broader transnational and transdisciplinary contexts. In other words, while centered on "French" and "Francophone" studies, this course is explicitly designed to serve students in the humanities, regardless of field. This is a required course for the French major. The course is taught in English and serves the humanities.

248 Histoire des femmes en France HU (Cross-listed in Gender and Sexuality Studies)
B. Mahuzier
This is a study of women and gender in France from the Revolution to the present. The course pays particular attention to the role of women in the French Revolution (declarations, manifestos, women’s clubs, salons, etc.) in the post-revolutionary era, as well as more contemporary feminist manifestations in France since Simone de Beauvoir’s Deuxième Sexe and the flow of feminist texts produced in the wake of May 1968.

250 Introduction aux littératures francophones HU
K. Anyinefa
This is a study of representative male and female writers of Africa, the Maghreb, and the Caribbean.

251 La Mosaïque France HU
B. Cherel
This is a study that opposes the discourse of exclusion, xenophobia, racism and the existence of a mythical, unique French identity by examining 20th-century French people and culture in their richness and variety, based on factors such as gender, class, region, colonization and decolonization, immigration and ethnic background. Films and texts by Beigag, Beauvoir, Cardinal, Carles, Duras, Emaux, Helias, Modiano and Zobel.

253 Introduction to Contemporary Quebeçois Literature HU
K. Anyinefa
This course introduces students to Quebeçois literature through a representative sample of literary texts (poetry, novel and drama), from the Revolution Tranquille of the 1960s until today: What are its majors themes, its main formal features, its cultural specificity? What are the historical and cultural contexts that have shaped it? Prerequisite: FREN 102 and 105.

254 Teaching (in) the Postcolony HU
P. Higginson

255 Cinéma français/francophone et post-colonialisme HU (Cross-listed in Comparative Literature and Africana and African Studies)
K. Anyinefa
This is a study of films from Africa, France, the Maghreb, and the Caribbean dealing with the colonial and post-colonial experience.

258 L’Espace réinventé HU (Cross-listed in Growth and Structure of Cities)
Staff
The cityscape is a dominant figure in the 19th and 20th centuries, influencing and even structuring beliefs. This class presents urban theory and cultural criticism, supplemented by study of poems by
Baudelaire, Rimbaud, Claudel, Apollinaire, Breton, Ben Jelloun and Reda.

260 Atelier d’écriture HU
A. Pessay-Zeis
This course offers intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, and composition.

262 Débat, discussion, dialogue HU
Staff
This course offers intensive oral practice, to bring non-native French speakers to the highest level of proficiency through the development of debating and discussion skills. Prerequisite: FREN 212 or 260.

299 Littérature, histoire et société de la Révolution à La Première Guerre Mondiale HU
B. Mahuzier
This is a study of the language and political, social, and ethical messages of literary texts whose authors were “engagés” in the conflicts, wars and revolutions that shook French society from the advent of the 1789 Revolution to the first World War. Students may receive credit for either the literary or interdisciplinary track.

302 Le Printemps de la parole féminine: Femmes écrivains des débuts HU (Cross-listed in Comparative Literature and Gender and Sexuality Studies)
G. Armstrong
This study of selected women authors from the French Middle Ages, Renaissance and Classical period—among them Marie de France, the trobairitz, Christine de Pisan, Marguerite de Navarre and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. We pay particular attention to identifying recurring concerns and structures in their works and to assessing their importance to female writing, among them, the poetics of silence, reproduction as a metaphor for artistic creation and sociopolitical engagement.

306 Libertinage et érotisme HU
R. Le Menthéour
A discovery of the French 18th century through major works of the libertine genre, Diderot, Crébillon fils, Retif de la Bretonne, Sade and Denon, among others, illuminate the philosophical unrest that set the stage for the French Revolution. Students also get an opportunity to work with original illustrated books in our collections and see the Enlightenment through the lens of its clandestine cultures.

312 Advanced Topics: Au pays des revenants: les zombis dans la fiction antillaise francophone HU
L. Swanson
Before the walking dead became ghouls with a drive to consume human flesh, they were understood to be soulless, subservient corpses in Haiti, and evil spirits in Martinique and Guadeloupe. A key concern will be to determine to what ends authors revitalize and reinvent the zombie. Do they use it as an emblem of the islands’ “Creole” identities or, rather, to deconstruct foreign fears embodied by the exotic monster? Beyond the Haitian zombie’s function as a symbol for slavery, what other political situations does the legend serve to represent and interrogate? How are representations of these hybrid creatures inflected by factors such as race, gender, and class? To what extent does this figure of temporal return reflect either a revival, or occultation, of memory?

312 Advanced Topics: Pascal entre les disciplines HU (Cross-listed in Comparative Literature)
D. Sedley
Contrary to what one may think, the notion of “interdisciplinarity” has a long history. In this history, the career of Blaise Pascal represents a high point. This course examines the achievements of Pascal as mathematician, physicist, engineer, entrepreneur, theologian, philosopher and literary genius through his works as well as criticism, theory and film. This examination illuminates why transgressing frontiers between disciplines matters so much—and why it has become so difficult to do.

312 Advanced Topics: La révolution haitienne: Historiographie et imaginaire HU (Cross-listed in Comparative Literature)
K. Anyinefa
The Haitian Revolution basically shares the same dates with the French Revolution—but is rarely mentioned in mainstream historiography on revolutions of the late 18th century. After questioning and discussing this “silencing,” we read literary texts by Kleist, Hugo, Mérimée, Carpenter, Césaire, Glissant and Metellus. What do Haiti, her revolution and people stand for in these texts? While making sense of these representations, we raise issues of race, slavery, emancipation, and violence.

312 Advanced Topics: Les arts du roman du 16e au 18e siècles
D. Sedley
This seminar is about the phenomenon known as “the rise of the novel,” the result of which is the fact that much of the literature we read today comes packaged in the form of extended prose narratives filled with realistic fictions. At one time, however, the novel had virtually no place in a field dominated by such genres as tragedy, comedy and epic poetry. Through a series of key early modern texts we explore why the novel arose and how its rise not only is a literary event, but to a significant degree corresponds to the invention of literature itself, that is, the construction of the very
field where what we moderns (and post-moderns) call the “literary” takes place.

325 Études avancées: Rousseau polémiste HU
R. Le Menthéour
An in-depth study of a particular topic, event or historical figure in French civilization. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L’Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.; Current topic: Comment interpréter l’œuvre de Rousseau? Tour à tour considéré comme le plus grand philosophe des Lumières et le plus ardent des anti-philosophes, Rousseau constitue une énigme que nous tenterons de percer en le considérant avant tout comme un polémiste de génie. Prerequisite: The instructor’s consent.

325. Études avancées: Littérature, religion, société HU
B. Mahuzier

326 Études avancées: French Film HU
Staff
This is an in-depth study of a particular topic, event or historical figure in French civilization. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L’Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940–1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Âge à nos jours.

350 Voix médiévales et échos modernes HU
(Cross-listed in Comparative Literature)
G. Armstrong
This is a study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends, and by medieval genres, such as the roman, saints lives or the miracle play. Readings include works by Hugo, Flaubert, Claudel, Anouilh, Bonnefoy, Genevoix, Gracq and Youcenar.

398 Senior Conference HU
P. Higginson
This is a weekly seminar examining three or four major French and Francophone literary texts and the interpretive problems they raise. An additional theoretical text encourages students to think beyond traditional literary categories. This course prepares students for the second semester of their senior experience, during which seniors not writing a thesis are expected to choose a 300–level course and write a long research paper, related to their senior experience, which they defend during an oral examination.

Seniors writing a thesis in Semester II defend it during their final oral examination.

480 Independent Study HU
Staff
Prerequisite: The instructor’s consent.

614 Modalité de la narration HU
G. Armstrong
Prerequisite: The instructor’s consent.

654 Nostalgie, la maladie du retour HU
R. Le Menthéour
This seminar enquires about the origins and the development of the discourse on nostalgia in the 18th and 19th centuries. Nostalgia was first conceived as a real disease by physicians, who hesitated between a physical and a moral interpretation, and between a spatial and a temporal perspective. Rousseau and other prominent writers played a crucial role in defining and shaping an affection that became more and more fashionable. We discuss the (ab)use of nostalgia in medicine, politics, and literature.

672 Proust HU
B. Mahuzier

688 Introduction roman africain francophone HU
P. Higginson

689 Writing Music and Differences HU
F. Higginson
At the most abstract level, this course hopes to propose new and unorthodox approaches to literature. That is, the course offers creative, yet rigorously critical modes of engagement with text in which music plays a significant role. On a more specific level, it hopes to demonstrate the extent to which music and language have, throughout Western history, and more specifically and radically since the beginning of the 19th century—that is, the rise of romanticism—been fundamentally at odds with one another. We try to show that Western philosophy has constructed this relationship as essentially antagonistic and what the ramifications of such a conflict might be.

700 Supervised Work HU
Staff
Gender and Sexuality Studies is an interdisciplinary bi-college program that draws on the faculties of both Bryn Mawr and Haverford Colleges in a variety of departments, including Anthropology, Archeology, Biology, Comparative Literature, East Asian Studies, Economics, Education, English, French, German, Greek, Growth and Structure of Cities, History, History of Art, Italian, Philosophy, Political Science, Psychology, Religion, Sociology, and Spanish. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways in which issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Courses in the program draw upon and speak to feminist theory and 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, bisexual, gay, queer, transgendered/transsexual studies; and gender as inflected in and by class, race, religion, and nationality.

Students choosing a concentration, minor, or independent major in Gender and Sexuality Studies plan their programs in consultation with the Gender and Sexuality Coordinator on their home campus. Each year, approximately twenty students complete an approved curriculum in Gender and Sexuality Studies.

Following graduation, concentrators, minors, and majors enter advanced degree programs in graduate and professional schools, while others secure employment in a variety of fields, including advocacy, education, media, policy, public health, research, and social services.

Gender and Sexuality Studies Coordinators
Coordinator at Haverford please contact the Provost Office
Coordinator at Bryn Mawr Sharon Ullman, Professor of History

Gender and Sexuality Studies Concentration Requirements
Six courses distributed as follows are required for the concentration:

(1) An introductory course intended for first- and second-year students with no prior knowledge of the field and which may be fulfilled by a variety of courses, including, but not limited to, Anthropology 204: Anthropology of Gender; Philosophy 105: Love, Friendship and the Ethical Life; Political Science 123: American Politics: Difference and Discrimination. Equivalent courses at Bryn Mawr, Swarthmore, and the University of Pennsylvania are also acceptable.

(2) The core course, 290: Interdisciplinary Perspectives on Gender and Sexuality, a course intended for juniors and seniors who have completed other work in the program. This interdisciplinary course is team taught by two faculty members, one from Haverford, one from Bryn Mawr, from different disciplinary backgrounds.

(3) Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480a,b) may be used to fulfill this requirement.

(4) At least two courses, but no more than three, must be in the student’s major discipline.

Gender and Sexuality Studies Minor Requirements
Requirements for the minor are identical to those of the concentration, with the stipulation that no courses in Gender and Sexuality will overlap with courses taken to fulfill requirements in the student’s major.

Neither a senior seminar nor a senior thesis is required for the concentration or the minor. However, with the permission of the major department, a student may choose to count toward the concentration (but not the minor) a senior thesis with a significant focus on the theoretical and critical issues foregrounded in gender and sexuality studies.

Students wishing to construct an independent major in Gender and Sexuality Studies must submit a proposal to the College Committee on Student Standing and Programs (CSSP) for approval.
COURSES IN GENDER AND SEXUALITY STUDIES OFFERED AT HAVERFORD COLLEGE 2013-2014

Fall 2013
ANTH 202 Among Men: Construction of Masculinities
PHIL 106 The Philosophy of Consciousness and the Problem of Embodiment
POLS 123 American Politics - Difference and Discrimination
ENGL 278 Contemporary Women Writers
HIST 237 History of the Occult and Witchcraft
POLS 235 African Politics
RELG 221 Women and Gender in Early Christianity
ENGL 364 After Mastery - Trauma, Reconstruction, and the Literary Event
ICPR 311 Reproductive Health and Justice

Spring 2014
PHIL 106 The Philosophy of Consciousness and the Problem of Embodiment
ENGL 254 Topics in Victorian Literature
ENGL 269 Another Country: Queer Sexualities in the American Novel
ICPR 281 Violence and Public Health
POLS 242 Women in War and Peace
ENGL 302 Speaking in Tongues
ENGL 381 Textual Politics: Marxism, Feminism, and the Deconstruction
ICPR 311 Reproductive Health and Justice

OTHER COURSES IN GENDER AND SEXUALITY STUDIES REGULARLY OFFERED AT HAVERFORD
ANTH H204 Anthropology of Gender
ANTH H255 Diseased Bodies: AIDS, Culture and the Anthropology of the Body
COML H301 Sex and Gender in the Middle Ages (cross-listed with ENGL H301)
EAST H247 Death and the Afterlife in East Asia (cross-listed with RELG H247)
ENGL H269 Another Country: Queer Sexualities in the American Novel
ENGL H278 Contemporary Women Writers
ENGL H281 Fictions of Empire
ENGL H302 Speaking in Tongues
ENGL H347 Spectacle and Spectatorship in 18th Century London
ENGL H362 Genius and Gender in 19th Century U.S. Culture
ENGL H364 After Mastery: Trauma, Reconstruction and the Literary Event
ENGL H377 Problems in Postcolonial Literature: Violence, Terror, and Identity
ENGL H383 Topics in American Literature: The Influence of Henry James, or the Lessons of the Master
GERM H233 Writing Nation: Africa and Europe
GERM H263 Visualizing Europe
GERM H320 Sex, Crime, Madness: The Birth of Modernism and Aesthetics of Transgression
HIST H204 History of Gender and U.S. Women to 1870
HIST H229 Gender, Sex and Power in Europe, 1550-1800
HIST H266 Sex and Gender in the Early Modern Islamic World
HIST H303 Gender, Intimacy and U.S. Foreign Policy
HIST H310 Political Technologies of Race and the Body
ICPR H244 Quaker Social Witness
ICPR H281 Violence and Public Health
PHIL H106 The Philosophy of Consciousness and the Problem of Embodiment
POLS H123 American Politics: Difference and Discrimination
POLS H235 African Politics
POLS H242 Women in War and Peace
RELG H301 Religious Traditions in Cultural Context
SOCL H266 Inequality in Labor Markets
SPAN H221 Narrating Modern Mexico
SPAN H222 Rethinking Latin America in Contemporary Narrative
SPAN H334 Gender Dissidence in Hispanic Writing
SPAN H352 Evita and Her Sisters
COURSES IN GENDER AND SEXUALITY STUDIES OFFERED AT BRYN MAWR COLLEGE

Fall 2013

ANTH 101 Introduction to Anthropology
ANTH 248 Race, Power, Culture
ANTH 268 Marriage and Family
ANTH 312 Anthropology of Reproduction
ANTH 316 Gender in South Asia
ANTH 335 Topics in City and Media-Popular Cultures in East Asia
CITY 205 Social Inequality
CITY 335 Topics in City and Media-Popular Cultures in East Asia
EAST 336 Topics in City and Media-Popular Cultures in East Asia
ENGL 193 Critical Feminist Studies
ENGL 217 Narratives of Latinidad
ENGL 272 Queer of Color Critique
ENGL 334 Topics in Film Studies
ENGL 354 Virginia Woolf
ENGL 373 Masculinity in English Literature
ENGL 379 The African Griotte
GNST 290 Interdisc Sex/Gender
GREK 201 Plato and Thucydides
HART 334 Topics in Film Studies-Middle East on Film
HART 372 Feminist Art and Theory
HIST 226 Topics in 20th c. Europe-Gender-Modern European State
HIST 303 Topics in American History-History of Medicine in America
HIST 319 Topics in Mod European History-History of Psychoanalysis
PHIL 221 Ethics
POLS 375 Gender, Work and Family
SOCL 102 Society, Culture, & Individual
SOCL 205 Social Inequality
SOCL 375 Gender, Work and Family
SPAN 217 Narratives of Latinidad
SPAN 309 La mujer en la lit Siglo Oro

Spring 2014

ANTH 102 Intro to Cultural Anthropology
ANTH 102 Intro to Cultural Anthropology
ARTD 240 Dance Hist:Roots W Thtr Dance
COML 231 Latino Dictator Novel in Amer.
COML 245 Approaches to Germ Lit/Culture-Nation&Ident: Post-War Austria
COML 345 Topics in Narrative Theory
CSTS 175 Feminism in Classics
CSTS 209 Eros in Ancient Greek Culture
ENGL 237 Latino Dictator Novel in Amer.
ENGL 260 Approaches to Germ Lit/Culture
ENGL 345 Topics in Narrative Theory-Realism
ENGL 378 Eating Culture
GERM 245 Approaches to Germ Lit/Culture-Nation&Ident: Post-War Austria
HART 107 Self/Other in Art of France
HART 108 Women/Feminism/History of Art
HART 354 Gender and Contemporary Art
HIST 303 Topics in American History-Reproduction in America
HIST 325 Topics in Social History-Women’s Educ in 19th & 20th C
ITAL 212 Italy Today
PHIL 225 Global Ethical Issues
POLS 225 Global Ethical Issues
SOCL 102 Society, Culture, & Individual
SOCL 257 Marginals and Outsiders
SPAN 237 Latino Dictator Novel in Amer.
Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geoarchaeology or geochemistry. The department seeks to give students a well-rounded earth science education that balances fundamental knowledge of geology with broadly applicable problem-solving and communication skills.

The integrated science of geology combines biology, chemistry and physics as they apply to the workings of Earth and other planets. Well-trained geoscientists are increasingly in demand to address the environmental challenges and natural resource limitations of the modern world. A central tenet for understanding and predicting Earth processes and environmental change is the ability to decipher past Earth history from geologic records. Thus the major in Geology includes study of the physics and chemistry of Earth materials and processes; the history of the Earth and its organisms; and the range of techniques used to investigate the past and present workings of the Earth system. Field and lab work are an essential part of geology training at Bryn Mawr and are part of all introductory courses, most other classes and most independent research projects.

GEOLGY FACULTY
Donald Barber, Associate Professor of Geology and Harold Alderfer Chair in Environmental Studies
Selby Cull, Assistant Professor of Geology
Lynne Jessica Elkins, Lecturer of Geology
Katherine Marenco, Lecturer of Geology
Pedro Marenco, Assistant Professor of Geology
Arlo Weil, Chair and Associate Professor of Geology

GEOLGY MAJOR REQUIREMENTS
Thirteen courses are required for the major: GEOL 101 and 102 or 103; 202, 203, 204 and 205; MATH 101 and 102, or alternates approved by the adviser; a two semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122); GEOL 399; and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics or computer science.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors undertake a research project (GEOL 399) and write a thesis in the spring semester of their senior year.

GEOLGY 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.

GEOLGY MINOR REQUIREMENTS
A minor in geology consists of two of the 100-level geology courses, and any four of the 200- or 300-level courses offered by the department.

CONCENTRATION IN GEOARCHAEOLOGY
The geoarchaeology concentration allows students majoring in anthropology, archaeology or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270 and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

CONCENTRATION IN GEOCHEMISTRY
The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes Earth chemistry. 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 I) 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).
and 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 additional to Chemistry Major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works); GEOL 202 (Mineralogy/Crystal Chemistry) and 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 the chemistry major advisor approval). For course planning advice, contact Pedro Marenco, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry).

**GEOLOGY COURSES**

**GEOL B101 How the Earth Works**
**L. Elkins/A. 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. Counts toward Environmental Studies.

**GEOL B102 Earth: Life of a Planet**
**L. Elkins/K. Marenco**
The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required two-day (Sat.-Sun.) field trip is taken in April.

**GEOL B103 Earth Systems and the Environment**
**L. Elkins/D. Barber**
This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April. Counts toward Environmental Studies.

**GEOL B115 Focus: Living with Volcanoes**
**L. Elkins**
This course explores how people have long lived alongside, in the shadow of, and at times directly on top of active volcanoes. Volcanic centers are hosts to sporadic and difficult-to-predict destructive and explosive activity, persistent and damaging passive degassing, valuable nutrient-rich soils, vibrant ecosystems, and important geothermal energy systems. The goals of this class are to examine the scientific basis for understanding volcanoes and predicting their behavior; to study the role of volcanoes in history and lore across human societies; and to examine our complicated relationship with them in the modern world. Three hours per week.

**GEOL B120 Focus: Origin and Early Evolution of Life**
**K. Marenco**
Where and how did life originate on Earth? What are the minimum conditions for life to arise, and persists, on any planet? In this course, we will explore the fundamental requirements for life; critically examine many of the hypotheses that have been proposed to explain the origin of life on Earth; survey the fossil, geochemical and molecular evidence for early life and propose means of identifying life and its effects elsewhere in the universe. Three hours per week.

**GEOL B125 Focus: Geology in Film**
**Staff**
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. This is a half-semester Focus course. **Prerequisite**: Freshman standing.

**GEOL B130 Focus: Life in the Hothouse — Earth’s Future Climate**
**Staff**
An overview of Earth’s climate in the 22nd century (year 2100 and beyond) based on the current scientific consensus. In addition to describing the forecast conditions, we discuss the scientific basis for these predictions and their associated uncertainties, and how climate forecasts have been communicated to the public to date. This is a half-semester Focus course. **Prerequisite**: Freshman standing. Counts toward Environmental Studies.

**GEOL B202 Mineralogy and Crystal Chemistry**
**S. Cull**
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).

**GEOL B203 Invertebrate Paleobiology**
**K. Marenco**
Biologic evolution, ecology and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay. Counts toward Environmental Studies. **Not**
GEOL B204 Structural Geology
A. Wel
An introduction to the study of rock deformation in the Earth’s lithosphere viewed from all scales—from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus weekend field trips. Prerequisite: GEOL 101 and MATH 101.

GEOL B205 Sedimentary Materials and Environments
D. 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 weekend field trip. Prerequisite: GEOL 101, 102, 103 or instructor permission. Recommended: GEOL 202 and 203. Counts toward Environmental Studies.

GEOL B206 Energy Resources and the Environment
Staff
An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of the geological framework that determines resource availability, and of the social, economic and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science. Counts toward Environmental Studies.

GEOL B209 Natural Hazards (Cross-listed as CITY B210)
Staff
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: GEOL 101, 102, 103 or permission of instructor. Counts toward Environmental Studies.

GEOL B236 Evolution (Cross-listed as BIOL B236; ANTH B236)
S. Gardiner/K. Marenco
A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory and its applications to interpretations of organic history. Lecture three hours a week.

GEOL B230 Computational Methods in the Sciences (Cross-listed as BIOL B250, CMSC B250)
Staff
A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week. Counts toward Environmental Studies.

GEOL B270 Geoarchaeology (Cross-listed as ARCH B270; ANTH B270)
D. Barber/P. Magee
Societies in the past depended on our human ancestors’ ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

GEOL B302 Low-Temperature Geochemistry
S. Cull/P. Marenco
The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters and pollution issues. Fundamental principles are applied to natural systems with particular focus on environmental chemistry. One required field trip on a weekend. Prerequisites: CHEM 103, 104 and GEOL 202 or permission of instructor. Counts toward Environmental Studies.

GEOL B304 Tectonics
A. Wel
Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor.

GEOL B305 Igneous and Metamorphic Petrology
S. Cull
The origin, mode of occurrence and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lecture hours weekly. Occasional weekend field trips. Prerequisite: GEOL 202.

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. Also covered are the geophysical
techniques used in mineral and energy resources
exploration, and in the monitoring of groundwater,
earthquakes and volcanoes. Three class hours a week.
**Prerequisites:** GEOL 101 and PHYS 101, 102.

**GEOL B314 Marine Geology**

*Staff*

An introduction to the structure of ocean basins and
the marine sedimentary record. Includes an overview
of physical, biological and chemical oceanography,
and modern coastal processes such as shoreline
erosion. Meets twice weekly for a combination of
lecture, discussion and hands-on exercises, including
one day-long field trip. **Prerequisite:** GEOL 101, 102
or 103, and 205, or permission of instructor. Counts
toward Environmental Studies.

**GEOL B328 Analysis of Geospatial Data Using
GIS (Cross-listed as CITY B328, ARCH B328,
BIOL B328)**

*Staff*

Advanced seminar in the analysis of geospatial data,
theory and the practice of geospatial reasoning.
Counts toward Environmental Studies.

**GEOL B336 Evolutionary Biology: Advanced
topics (Cross-listed as BIOL-B336, ANTH-B336)**

*P. Marenco*

A seminar course on current issues in evolution.
Discussion based on readings from the primary
literature. Topics are determined by the students. One
three-hour discussion a week. **Prerequisite:** BIOL 236
or permission of instructor.

**GEOL B350 Advanced Topics in Geology**

*A. Weil* / *S. Call*

This is a topics course. Recent topics include
Carbonate Petrology, Appalachian Geology,
Advanced Evolution, The Snowball Controversy, and
Climate Change. The course will be in a seminar
style, based on lively discussions and structured oral
presentations. A mandatory field trip will give student
firsthand access to our regional geology. **Prerequisites:**
Mineralogy, or permission of the instructor.

**GEOL B399 Senior Thesis**

*S. Call*

An independent project in the field, laboratory or
library culminating in a written report and oral
presentation. Required for all geology majors in the
spring semester of the senior year. Includes a seminar
for senior students that meets for two hours per week
to explore issues related to geoscience research.

**GEOL B403 Supervised Research**
GERMAN AND GERMAN STUDIES

The 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, systems of thought, institutions, political configurations, and arts and sciences. The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly multicultural 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, urban anthropology, and folklore.

A thorough knowledge of German is a common goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underlie the cosmopolitanism as well as the specificity and complexity of contemporary German culture. Many German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, history, political science, philosophy, music, and feminist and gender studies, where they read works of criticism in these areas in the original German.

GERMAN AND GERMAN STUDIES FACULTY

AT HAVERFORD COLLEGE:
Associate Professor Ulrich Schönheit, Co-Chair
Assistant Professor Imke Brust

AT BRYN MAWR COLLEGE:
Fairbank Professor in the Humanities and Professor of German and Comparative Literature Azade Seyhan
Professor Imke Meyer, Co-Chair
Visiting Associate Professor Heidi Schlipphake
Lecturer David Kenosian

AFFILIATED FACULTY

AT HAVERFORD COLLEGE:
Associate Professor of Philosophy Jerry Miller
Associate Professor of Music Richard Freedman

AT BRYN MAWR COLLEGE:
Rufus M. Jones Professor of Philosophy Robert J. Dostal
Associate Professor of Political Science Carol J. Hager
Associate Professor of History of Art Christiane Hertel

GERMAN AND GERMAN STUDIES MAJOR REQUIREMENTS

The German major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German studies concentration. A literature concentration normally follows the sequence 201 and/or 202, 205 or 206; or 214, 215; plus additional courses to complete the ten units, two of them at the 300 level; and finally one semester of Senior Conference. A German studies major normally includes 223 and/or 224, one 200 and one 300 level course in German literature; three courses (at least one should be a 300 level course) in subjects central to aspects of German culture, history, or politics; and one semester of German 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, German 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills.

GERMAN AND GERMAN STUDIES 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 German 201 or 202, four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. The one remaining upper-level course may be taken either within the German program, or be chosen with the approval of the department from the recommended electives for German studies majors.

GERMAN AND GERMAN STUDIES STUDY ABROAD

Students majoring in German are encouraged to spend some time in German-speaking countries in
the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs (Berlin, Freiburg, Vienna). Students of German are also encouraged to take advantage of the many opportunities on both campuses for immersion programs in German language and culture: residence in Haffner Hall foreign language apartments at Bryn Mawr College; the German Film Series; the German Lecture Series; the weekly Stammtisch, and more informal conversational groups attended by faculty members.

GERMAN AND GERMAN STUDIES

REQUIREMENTS FOR HONORS

Any student whose grade point average in the major at the end of the senior year is 3.8 or above qualifies by grade point average alone for departmental honors. Students whose major grade point average at the end of the senior year is 3.6 or better, but not 3.8, are eligible 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 s/he has done course work, 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.

GERMAN COURSES

001 ELEMENTARY GERMAN HU
I.Brust
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.

002 ELEMENTARY GERMAN HU
I.Brust

101 INTERMEDIATE GERMAN HU
D.Kenosian
Does not count toward the major.

102 INTERMEDIATE GERMAN HU
U.Schoenherr
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.

201 ADVANCED TRAINING: LANGUAGE, TEXT, AND CONTEXT HU
U.Schoenherr

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. **Prerequisite:** Intermediate German.

202 ADVANCED TRAINING: INTRODUCTION TO GERMAN STUDIES HU
I. Meyer/U.Schoenherr

Interdisciplinary and historical approaches to the study of German language and culture. Selected texts for study will be drawn from autobiography, anthropology, Märchen, satire, philosophical essays and fables, art and film criticism, discourses of gender, travel writing, cultural productions of minority groups, and scientific and journalistic writings. **Prerequisite:** Intermediate German.

212 REVOLUTION AND GERMAN CULTURE (1789-1989) HU
U.Schoenherr

Focusing on exemplary philosophical, political, and literary texts (including movies), the course will closely examine the multi-faceted German reception of the revolutions of 1789, 1848, and 1918, as well as the student rebellion of 1968. In addition, we will analyze the various narrative strategies employed by philosophers of history, politicians, and writers alike to conceptualize and represent the historical events.

214 SURVEY OF LITERATURE IN GERMAN HU
Ulrich Schoenherr/I. Brust

A study of the major periods of German literature within a cultural and historical context, including representative texts for each period.

223 WORKING THROUGH THE HOLOCAUST PAST IN GERMAN DRAMA & FILM HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
I.Brust

224 Books & Media for Children: From Enlightenment to Cyberspace HU

258 RE-IMAGINING THE CITY: BERLIN AND VIENNA IN LITERATURE AND FILM HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
I.Meyer

An examination of the imagination and re-imagining of two important European capitals, Berlin and Vienna, in twentieth-century literature and film, especially in the aftermath of the world wars. We will pay special attention to the geographical, cultural, religious, and political differences between the two cities, and we will ask to what extent such differences produced different forms of artistic re-imaginings, different artistic responses to the destruction and
transformation brought about by war. Prerequisite: Sophomore standing.

262 EUROPEAN FILM HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
I. Brust

263 VISUALIZING EUROPE HU (CROSS-LISTED IN POLITICAL SCIENCE AND GENDER AND SEXUALITY STUDIES)
I. Brust

305 MODERN GERMAN DRAMA HU
I. Brust/U. Schoenherr

319 INTERMEDIAl TRANSFORMATIONS: MUSICO-AcouSTIC IMAGINATIONS IN LITERATURE AND FILM HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND MUSIC AND GENDER AND SEXUALITY STUDIES)
U. Schoenherr
This course explores the rich and diverse representation of music in all its socio-aesthetic complexity from antiquity to the present. Special focus will be given to the intermedial strategies of translating non-verbal media (music, sound) into language. (Taught in English with an extra session in German) Prerequisite: One 200-level course in the Humanities

320 CONTEMPORARY GERMAN FICTION AND FILM HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
U. Schoenherr

321 LITERATURE & MEDIA: FROM PRINT CULTURE TO WEB 2.0 HU (CROSS-LISTED IN AND AFRICAN AND AFRICANA STUDIES)
U. Schoenherr

399 SENIOR CONFERENCE HU
I. Brust/U. Schoenherr

480 INDEPENDENT STUDY HU
I. Brust/U. Schoenherr
Prerequisite: Consent of the instructor.

RECOMMENDED ELECTIVES AT HAVERFORD
Comparative Literature 200 Intro to Comparative Literature
Music 250b Words and Music World
Philosophy 243 Twentieth-Century Philosophy

COURSES AT BRYN MAWR COLLEGE
Comparative Literature 211 The Holocaust and Its Aftermath

History 319 Hitler, National Socialism, and German Society
History of Art 348 Topics in German Art
Political Science 308 Germany and Its Neighbors
GROWTH AND STRUCTURE OF CITIES AT Bryn Mawr COLLEGE

Students may complete a major or minor in Growth and Structure of Cities. Complementing the major, students may complete a minor in Environmental Studies or a concentration in Latin American, Latino and Iberian Peoples and Cultures. Students also may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.

The interdisciplinary Growth and Structure of Cities major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

GROWTH AND STRUCTURE OF CITIES FACULTY
Juan Arbona, Associate Professor of Growth and Structure of Cities
Jeffrey Cohen, Chair and Senior Lecturer of Growth and Structure of Cities
David Consiglio, Instructor in Growth and Structure of Cities
Megan Heckert, Visiting Assistant Professor at Swarthmore College
Carola Hein, Professor of Growth and Structure of Cities
Gary McDonogh, Professor of Growth and Structure of Cities
Sam Olshin, Visiting Studio Critic in Growth and Structure of Cities
Ellen Stroud, Associate Professor of Growth and Structure of Cities
Daniela Voith, Senior Lecturer of Growth and Structure of Cities
Jun Zhang, Visiting Assistant Professor in Growth and Structure of Cities

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 (CITY 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 broad architectural survey course (CITY 253, 254, 255) and a second social science course that entails extended analysis (CITY 217 or 229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year. Students are encouraged to use other writing-intensive classes within the major to develop a range of skills in methods, theory and presentation. In addition to these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two must be at the 300 level.

In the senior year, a third advanced course is required. Most students join together in a research seminar, CITY 398, in the Fall of that year. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Each student must also identify four courses outside Cities that represent additional expertise to complement his or her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology or anthropology for students more focused on the social sciences and planning, or courses that build on language, design or regional interests. Any minor, concentration or second major also fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural design, who will need to arrange studio courses (CITY 226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first
year. Likewise, students interested in pursuing a minor in Environmental Studies should consult with Ellen Stroud early in their career, and those interested in pursuing a concentration in Iberian, Latin American, and Latino/a themes should consult with Gary McDonogh.

Finally, students should also note that many courses in the department are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts and other fields. No matter the focus, though, each Cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture, experience and policy. Careful methodological choices, clear analytical writing, and critical visual analysis constitute primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Department, which helps us all take advantage of the major’s flexibility in an organized and rigorous way.

GROWTH AND STRUCTURE OF CITIES
MINOR REQUIREMENTS

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the Cities minor.

3-2 PROGRAM IN CITY AND REGIONAL PLANNING

Over the past two decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with Carola Hein early in their sophomore year.

GROWTH AND STRUCTURE OF CITIES
COURSES

CITY B103 Earth System Science and the Environment (Cross-listed as GEOL B103)
L. Elkins/D. Barber
This integrated approach to studying the Earth focuses on interactions among geology, oceanography and biology. Also discussed are the consequences of population growth, industrial development and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April. Counts toward Environmental Studies.

CITY B104 Archaeology of Agricultural and Urban Revolutions (Cross-listed as ARCH B104)
Staff
From Egypt to India This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes. Counts toward Environmental Studies.

CITY B110 The World Through Classical Eyes
(Cross-listed as ARCH B110, CSTS B110)
Staff
An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

CITY B115 Classical Art
(Cross-listed as ARCH B115, CSTS B115, HART B115)
Staff
An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

CITY B136 Working with Economic Data
(Cross-listed as ECON B136)
Staff
Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance.
CITY B175 Environment and Society: History, Place and Problems (Cross-listed as SOCL B175)  
Staff  
Introduces the ideas, themes and methodologies of the interdisciplinary field of environmental studies beginning with definitions: what is nature? What is environment? And how do people and their settlements fit into each? The course then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts. Counts toward Environmental Studies.

CITY B185 Urban Culture and Society (Cross-listed as ANTH B185)  
J. Zhang/J. Arbona  
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.

CITY B190 The Form of the City: Urban Form from Antiquity to the Present (Cross-listed as HART B190)  
C. Hein  
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.

CITY B200 Urban Sociology (Cross-listed as SOCL B200)  
Staff  
This course consists of an overview, as well as an analysis of the physical and social structure of the city. The first part of the course will deal with understanding exactly what a city consists of. The second part will focus on the social structure within cities. Finally, in the third part of the course, we will examine patterns of inequality and segregation in the city. Prerequisite: one social science course or permission of instructor.

CITY B201 Introduction to GIS for Social and Environmental Analysis  
Staff  
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. Counts toward Environmental Studies.

CITY B203 Ancient Greek Cities and Sanctuaries (Cross-listed as ARCH B203)  
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.

CITY B204 Economics of Local Environmental Programs (Cross-listed as ECON B242)  
D. Ross  
Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution and the provision of basis services. Prerequisite: ECON 105 Counts toward Environmental Studies.

CITY B205 Social Inequality (Cross-listed as SOCL-B205)  
Staff  
Introduction to the major sociological theories of gender, racial-ethnic and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper-class(es), inequality between and within families, in the work place and in the educational system. Counts toward Gender and Sexuality Studies.

CITY B206 Introduction to Econometrics (Cross-listed as ECON B253)  
Staff  
An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisite: ECON B105, or H101 and H102, and a 200-level elective (may be waived by the instructor). Fulfills quantitative requirement.

CITY B207 Topics in Urban Studies  
J. Cohen  
A mid-level course that explores how we understand and write about architecture and architectural history, based on the analysis of visual materials, close reading of texts and visits to actual sites. Current topic description: An exploration of the architecture and evolution of the Philadelphia area over three centuries. A local focus will allow both first-hand experience of buildings and reference to period archival evidence as a basis for constructing a nuanced understanding of the subject.
CITY B210 Natural Hazards (Cross-listed as GEOL B209)  
Staff  
A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week, with one day-long field trip. Prerequisite: one semester of college science or permission of instructor. Counts toward Environmental Studies.

CITY B212 Medieval Architecture (Cross-listed as HART B212)  
Staff  
Not just Gothic cathedrals, medieval architecture includes mosques, synagogues, fortifications, palaces, monasteries and other residential structures produced in Europe, North Africa and the Middle East between about 300 and 1350 C.E. This course offers a selective overview and an introduction to research in this broad and diverse field of study.

CITY B213 Taming the Modern Corporation (Cross-listed as ECON B213)  
D. Ross  
Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising. Prerequisite: ECON H101 or B105.

CITY B214 Public Finance (Cross-listed as ECON B214)  
M. Weinberg  
Analysis of the government’s role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisite: ECON H101 or B105.

CITY B215 Urban Economics (Cross-listed as ECON B215)  
Staff  
Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services. Prerequisite: ECON 105, or 101 and 102.

CITY B217 Research Methods and Theories  
J. Arbona  
This course will provide the student with the basic skills to design and implement a research project. The emphasis will be on the process (and choices) of constructing a research project and on “learning by doing.” The course will encompass both quantitative and qualitative techniques and will examine the strengths and weaknesses of each strategy. By the end of the semester students will have learned the basics for planning and executing research on a topic of their choice.

CITY B218 Topics in World Cities (Cross-listed as EAST B218)  
Staff  
An introduction to contemporary issues related to the urban environment. Topics vary.

CITY B220 Comparative Social Movements in Latin America (Cross-listed as SOCL-B259, POLS B259)  
E. Marquez  
An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia and Peru. The course explores the political, legal and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity and coloniality play in these struggles.

CITY B225 Economic Development (Cross-listed as ECON B225)  
R. Stahnke  
Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105, or ECON H101 and H102. Counts toward International Studies Major.

CITY B226 Introduction to Architectural Design  
D. Voith/S. Olshin  
This studio design course introduces the principles of architectural design. Prerequisites: drawing, some history of architecture and permission of instructor.

CITY B227 Topics in Modern Planning (Cross-listed as FREN B227, GERM B227, HART B227)  
This is a topics course. Topics vary.
CITY B228 Problems in Architectural Design
D. Voith/S. Oldin
A continuation of CITY B226 at a more advanced level. Prerequisites: CITY B226 or other comparable design work and permission of instructor.

CITY B229 Topics in Comparative Urbanism
(Cross-listed as ANTH B229, EAST B229, HART B229, SOCL B230)
J. Zhang
This is a topics course. Topics vary. Enrollment limited to 20 with preference to Cities majors. Current topic description: This course will examine different building forms and processes in greater China, including Hong Kong, Macau and Taiwan, from the imperial to the contemporary eras. It starts with the concrete buildings (residential houses) to the more abstract building (ethnicity, nation-state, historical narratives). With a comparative perspective and an historical approach, this course seeks to familiarize students with the perception of seeing cities as built environments as well as processes.

CITY B231 Punishment and Social Order (Cross-listed as SOCL B231)
E. Marquez
A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened “penal net” in Europe and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.

CITY B234 Environmental Economics (Cross-listed as ECON-B234)
M. Rock
Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing nonmarket benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105, or ECON H101 and H102.

CITY B237 Urbanization in Africa (Cross-listed as HIST B237)
Staff
The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of preindustrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women. Counts toward: African and Africana Studies and Environmental Studies.

CITY B238 The Economics of Globalization
(Cross-listed as ECON-B236)
J. Ceglowski
An introduction to international economics through theory, policy issues and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisite: ECON 105. The course is not open to students who have taken ECON 316 or 348. Counts towards International Studies Major.

CITY B241 Building Green: Sustainable Design Past and Present
Staff
At a time when more than half of the human population lives in cities, the design of the urban environment is a key aspect of environmental studies. This course is designed for students to investigate issues of sustainable architecture and urban design in past and present. Counts toward Environmental Studies.

CITY B243 Economic Inequality and Government Policy Choices (Cross-listed as ECON B243)
T. Vartanian
This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON 105.

CITY B244 Great Empires of the Ancient Near East (Cross-listed as ARCH B244, HIST B244, POLS B244)
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.

CITY B247 Topics in German Cultural Studies
(Cross-listed as GERM B223, COML B223)
H. Schlipphacke
This is a topics course. Topics vary.

CITY B249 Asian American Communities (Cross-listed as ANTH B249, SOCL B249)
A. Takenaka
This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.
CITY B250 Growth and Spatial Organization of the City (Cross-listed as HIST B251)
E. Stroud
An introduction to growth and spatial organization of cities. Topics vary. Current topic description: This course explores factors that have shaped the form and evolution of cities. The course will focus on the recent history of U.S. cities as both physical spaces and social entities. How have the definitions, political roles and social perceptions of U.S. cities changed since 1900? And how have those shifts, along with changes in transportation, communication, construction and other technologies affected both the people and places that comprise U.S. cities? Counts toward Environmental Studies.

CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries (Cross-listed as HART B253)
J. Cohen
The course frames the topic of architecture before the impact of 20th-century Modernism, with a special focus on the two prior centuries—especially the 19th in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscapes, formal analysis and research skills exercised in writing projects, class field-trips and a nuanced mastery of the narratives embodied in the architecture of these centuries.

CITY B254 History of Modern Architecture (Cross-listed as HART B254)
C. Hein
A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890.

CITY B255 Survey of American Architecture (Cross-listed as HART-B255)
Staff
An examination of landmarks, patterns, landscapes, designers and motives in the creation of the American built environment over four centuries. The course will address the master narrative of the traditional survey course, while also probing the relation of this canon to the wider realms of building in the United States.

CITY B260 Show and Spectacle in Ancient Greece and Rome (Cross-listed as CSTS B255, ARCH B255, HIST B265)
Staff
A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources, with attention to art and the archaeology and topography, we will explore the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and representation of ancient spectacle in contemporary film and interpretive approaches such as gaze studies and carnivalesque.

CITY B266 Schools in American Cities (Cross-listed as EDUC B266; SOCL B266)
J. Cohen
This course examines issues, challenges and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in educational studies and to majors in Sociology and Growth and Structure of Cities. This is a Praxis I course (weekly fieldwork in a school required). Counts toward African and Africana Studies and the Praxis Program.

CITY B267 Philadelphia, 1682 to Present (Cross-listed as HIST B267)
Staff
This course will focus on the intersection of the sense of Philadelphia as it is popularly understood and the Philadelphia that we can reconstruct individually and together using scholarly books and articles, documentary and popular films and novels, visual evidence and visits to the chief repositories of the city’s history. We will analyze the relationship between the official representations of Philadelphia and their sources and we will create our own history of the city. Preference given to junior and senior Growth and Structure of Cities and History majors, and those students who were previously lottered out of the course.

CITY B268 Greek and Roman Architecture (Cross-listed as ARCH B268; HART B268)
Staff
The course will introduce the structure of Greek and Roman cities and sanctuaries, the variety of building types and monuments found within them, and how local populations used and lived in the architectural environment of the classical world.

CITY B269 Black America in Sociological Perspective (Cross-listed as SOCL B229)
Staff
This course provides sociological perspectives on various issues affecting Black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers and creative artists. Counts toward African and Africana Studies.

CITY B276 Philadelphia Mural Arts
Staff
Philadelphia is home to 3,000 murals. Students will explore this exciting movement in civic activism and
the arts, leading the design and execution of a legacy mural project celebrating Bryn Mawr’s 125th. Students will gain experience with community organizing for this project, in Philadelphia as well as on campus. Counts toward the Praxis Program.

CITY B278 American Environmental History (Cross-listed as HIST B278)
E. Stroud
This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment and environmental history while investigating interactions between Americans and their physical worlds. Counts toward Environmental Studies.

CITY B277 Cities and the Human Dimensions of Global Environmental Change
Staff
In this course, we focus on the human dimensions of global environmental change, especially as it relates to urban sustainability. While sustainability has often narrowly been viewed in environmental terms, we will analyze social and environmental justice as integral components of urban sustainability. Counts toward: Environmental Studies.

CITY B286 Themes in British Empire (Cross-listed as HIST B286, POLS B286)
M. Kale
This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment and environmental history while investigating interactions between Americans and their physical worlds. Current topic description: This course explores the politics and genealogies on nationalist movements in the Indian subcontinent from the late 19th century through the establishment of sovereign nations from 1947-72, considering the implications and legacies of empire, nationalism and anti-colonialism for the nations and peoples of the subcontinent from Independence through the present.

CITY B287 Urbanism as a Way of Life (Cross-listed as SOCL B287)
Staff
How do cities affect our understanding of ourselves as individuals and our perception of the larger group? This course examines the urban experience, which extends far beyond the boundaries of the city itself. An introduction to urban sociology, the course will also make use of history, anthropology, literature and art.

CITY B298 Advanced Research Methods/Thesis Proposal Workshop
J. Zhang
The major goal of this workshop is preparing Cities juniors for their senior thesis. Students will develop their research proposals through the course of the semester. The workshop focuses on framing research questions, compiling a literature review and outlining research design, with a comprehensive research proposal as the final product. The final research proposal will provide guidance for students’ summer research and will lay down a solid foundation for their senior thesis writing in the succeeding fall semester.

CITY B301 Topics in Modern Architecture
This is a topic course. Course content varies.

CITY B305 Ancient Athens (Cross-listed as ARCH B305)
Staff
This course is an introduction to the Acropolis of Athens, perhaps the best-known acropolis in the world. We will explore its history, understand and interpret specific monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.

CITY B306 Advanced Fieldwork Techniques: Places in Time
J. Cohen
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.

CITY B312 Topics in Medieval Art (Cross-listed as HART B311, HIST B311)
A. Walker
This is a topics course. Course content varies. Current topic description: Kings, Caliphs and Emperor: Image of Authority in the Eras of the Crusades. Counts toward Middle Eastern Studies.

CITY B314 The Economics of Social Policy (Cross-listed as ECON B314)
M. Weinberg
Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 203 or 304.

CITY B316 Trade and Transport in the Ancient World (Cross-listed as ARCH B316)
P. Magee
Issues of trade, commerce and production of export goods are addressed with regard to the Aegean cultures of the late Bronze Age and the wider Mediterranean of the first millennium B.C.E. Crucial to these systems is the development of the means of transport for land and sea. Readings from ancient texts are targeted with the evidence of archaeological/underwater excavation and information on the commodities traded in antiquity.
CITY B318 Topics in Urban Social and Cultural Theory
J. Arbona
This is a topics course. Course content varies. Current topic description: The neoliberal project has become the “common sense” in the political and economic organization of cities throughout the world. In this course we will explore the epistemological roots of the neoliberal project, its implications to urban space in the global north and south, and the current responses ranging from the “water war” in Bolivia, the “anti-privatization forum” in South Africa to the “Occupy movement” in the U.S. Prerequisites: Completion of introductory sequence in Cities (esp. CITY B185, B217/B229) or equivalent work or permission of instructor.

CITY B319 Advanced Topics in German Cultural Studies (Cross-listed as GERM B321, COML B321, HART B348)
Staff
This is a topics course. Course content varies.

CITY B321 Technology and Politics (Cross-listed as POLS B321)
Staff
An analysis of the complex role of technology in political and social life. We focus on the relationship between technological development and democratic governance. Discussion of theoretical approaches is supplemented by case studies of particular issues, such as electoral politics, warfare and terrorism, social networking and citizen mobilization, climate change, agriculture and food safety. Counts toward Environmental Studies.

CITY B323 Topics in Renaissance Art
Staff
Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600.

CITY B324 Economics of Discrimination and Inequality (Cross-listed as ECON B324)
Staff
Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective, ECON 203 or 204, and Economics 200 or 202.

CITY B325 Topics in Social History (Cross-listed with HIST B325)
Staff
This a topics course that explores various themes in American social history. Course content varies.

CITY B328 Analysis of Geospatial Data Using GIS (Cross-listed as ARCH B328, BIOL B328, GEOL B328)
Staff

CITY B329 Advanced Topics in Urban Environments
E. Stroud
This is a topics course. Topics vary. Counts toward Environmental Studies.

CITY B335 Topics in City and Media (Cross-listed as ANTH B335)
J. Zhang
Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens—the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, Web) or around particular theoreticians and questions (Barthes and myth; Marxism and media). Topics will vary. Current topic description: This course examines different forms of popular culture in East Asia. Looking at TV soap opera, animation, music and fast food, we will explore how class, gender and national identities are constructed and contested through pop culture that is shaped by these social relationships in specific political and historical contexts. Prerequisite: Advanced standing in Cities Major.

CITY B336 East Asian Development (Cross-listed as ECON B335, EAST B335)
M. Rock
Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia and Thailand) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Prerequisites: ECON 200 or 202; ECON 253 or 304; or permission of instructor.

CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States (Cross-listed as SOCL B338)
Staff
An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at “home” leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States. Counts toward Africana Studies.
CITY B345 Advanced Topics in Environment and Society (Cross-listed as HIST-B345, SOCL-B346)  
E. Stroud  
This is a topics course. Topics vary. Counts toward Environmental Studies.

CITY B348 Culture and Ethnic Conflict (Cross-listed as POLS B348)  
Staff  
An examination of the role of culture in the origin, escalation and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments and language in culturally framed ethnic conflicts from all regions of the world.  
Prerequisites: two courses in the social sciences. Counts toward Peace, Conflict and Social Justice Studies.

CITY B355 Topics in the History of London (Cross-listed as HART-B355)  
D. Cast  
Selected topics of social, literary and architectural concern in the history of London, emphasizing London since the 18th century.

CITY B360 Topics in Urban Culture and Society (Cross-listed as ANTH B359, HART B359, SOCL B360)  
Staff  
This is a topics course. Course content varies. Counts toward Environmental Studies.

CITY B365 Techniques of the City: Space, Place and Power  
J. Zhang  
This is a topics course. Course content varies. Current topic description: The course will frame an interdisciplinary and multi-regional examination of how cars and social life are interwoven. The goal is to, by de-familiarizing a familiar object and experience, understand our society and culture. This examination also serves as an entry point to certain social theories and historical analysis.

CITY B377 Topics in Modern Architecture (Cross-listed as HART B377)  
C. Hein  
This is a topics course on modern architecture. Topics vary. Current topic description: This course uses the global architecture of oil—its extraction, administration, and resale—to examine the impact of international economic networks on architecture and urban form since the mid-19th century. Counts toward Environmental Studies.

CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses  
Staff  
An exploration of the architecture, planning and visual rhetoric of American collegiate campuses from their early history to the present. Historical consideration of architectural trends and projected imageries will be complemented by student exercises involving documentary research on design genesis, typological contexts and critical reception.

CITY B398 Senior Seminar  
J. Cohen/C. Hein/J. Arbona/J. Zhang  
An intensive research seminar designed to guide students in writing a senior thesis.

CITY B403 Independent Study  

CITY B415 Teaching Assistant  
C. Hein  
An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

CITY B425 Praxis III: Independent Study  
E. Shore  
Current topic description: Part of the "Transforming Legacy of Oil 360°," the focus of this course will be on the history of oil and oil related activities in Pennsylvania, as well as on the steps necessary to organize a conference at Bryn Mawr College on January 18 and 19, 2013. Students must also register for ECON B213, Taming the Modern Corporation, and CITY B377, The Global Architecture of Oil. To be considered for this course, students must preregister and submit responses to this questionnaire: https://brynmawr.wufoo.com/forms/transforming-legacy-of-oil-360/ by midnight on Thursday, April 4. Incomplete or late submissions cannot be considered. Counts toward Praxis Program.

CITY B450 Urban Internships/Praxis  
Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Prerequisite: permission of instructor.
HEBREW AND JUDAIC STUDIES AT BRYN MAWR COLLEGE

Modern Hebrew language instruction is available at Bryn Mawr through the intermediate level; at Swarthmore 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.”

HEBREW AND JUDAIC STUDIES

FACULTY
Amiram Amitai, Lecturer
Grace Armstrong, Professor and Director of Middle Eastern Studies

HEBREW AND JUDAIC STUDIES

COURSES

College Foreign Language Requirement
The College’s foreign language requirement may be satisfied by completing HEBR 001 and 002 with an average grade of at least 2.0 or with a grade of 2.0 or better in HEBR 002.

Course Descriptions

HEBR B001 Elementary Hebrew
Staff
This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

HEBR B002 Elementary Hebrew
Staff
This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

HEBR B101 Intermediate Hebrew
A. Amitai
The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing and class discussions of modern literary works as well as some classical religious texts. It integrates textbook material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is part of a year-long course.

HEBR B102 Intermediate Hebrew
A. Amitai
The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing and class discussions of modern literary works as well as some classical religious texts. It integrates textbook material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is part of a year-long course.

HEBR B110 Israeli Cinema
Staff
The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political and cultural changes in Israeli and Palestinian societies and their impact on films’ form and content. Counts toward Film Studies and Middle Eastern Studies.

HEBR B211 Primo Levi, the Holocaust and Its Aftermath (Cross-listed as ITAL B211, COML B211)
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 other Italian women writers whose works are also connected with the Holocaust.

HEBR B261 Palestine and Israeli Society (Cross-listed as ANTH B261, HIST B261)
Staff
Considers the legacy of Palestine and the centrality of the Israeli-Palestinian conflict as key in the formation of Israeli society, shaped by ongoing political conflict. New ethnographic writings disclose themes like Zionism, Holocaust, immigration, religion, Palestinian citizenry, Middle Eastern Jews and military occupation, and resulting emerging debates among different social sectors and populations. Also considers constitution of ethnographic fields and the shaping of anthropological investigations by arenas of conflict. Prerequisites: sophomore standing and POLS B111 or ANTH B101 or B102 or permission of the
instructor. Counts toward Middle Eastern Studies and Peace, Conflict and Social Justice Studies.

HEBR B271 Topics in Judaic Studies (Cross-listed as HIST B273)

Staff
What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries. Counts toward Middle Eastern Studies.

HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa (Cross-listed as POLS B283, HIST B283)

D. Harrold
This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film and fiction, as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies and practices. Counts toward Middle Eastern Studies.

HEBR B310 Topics in German Literature (Cross-listed as GERM B310)

Staff
This is a topics course. Course content varies. One additional hour of target language instruction TBA.

HEBR B380 Topics in Contemporary Art (Cross-listed as HART B380, GERM B380)

Staff
This is a topics course. Course content varies.

HEBR B403 Supervised Work
The study of history involves the critical analysis of the past. The curriculum in history is designed to encourage the development of reflective habits of mind by balancing emphasis on primary source materials with the study of important secondary works. The department welcomes comparative studies and seeks to relate its courses to the broadest possible spectrum of academic disciplines. In this connection, the history major is easily integrated into the African and Africana Studies, East Asian Studies, Education and Educational Studies, Gender and Sexuality Studies, Latin American and Iberian Studies areas of concentration. The department has no specific language requirement, but students who wish to major in history are encouraged to pursue foreign languages to enable advanced research in seminars and theses.

HISTORY FACULTY
Professor Linda G. Gerstein
Professor Emma Jones Lapsansky, Emeritus
John R. Coleman Professor of Social Sciences Paul Jakov Smith
Professor James Krippner
Frank A. Kaffer Associate Professor Lisa Jane Graham
Associate Professor Alexander Kitroeff
Associate Professor Bethel Saler, Chair
Assistant Professor Darin Hayton
Assistant Professor Andrew Friedman

HISTORY MAJOR REQUIREMENTS
1. Two semesters of 100 level work from the following array of courses, in any combination:
   - History 111a and b (Introduction to Western Civilization)
   - History 114 (Origins of the Global South)
   - History 115 (Postcards from the Atlantic World)
   - History 117 (Modern Mediterranean History)
   - History 118 (Introduction to the History of Science)
   - History 119 (International History of the United States)
   - History 120 (Chinese Perspectives on the Individual and Society)

2. Seven electives above the 100 level, at least two of which must be at the 300 (seminar) level. At least one of these seminars should be taken by the second semester of the junior year. All majors must complete three of the designated six fields. A student must take two courses above the 100 level within a field to complete each field requirement. The history department currently offers six fields:
   - (1) United States history; (2) Early European history, pre-1763; (3) modern European history;
   - (4) Latin American history; (5) East Asian history, and (6) History of Science and Medicine. In addition, a student may design a field based on courses offered at Bryn Mawr (such as British Colonial, Atlantic World, or African History) or that addresses specific approaches or themes (such as comparative history, religious history, women’s history, or history of the African diaspora). A student may take only two fields in the same geographic region where such a distinction is relevant.

3. The senior thesis. All History majors write a senior thesis. There are two options for completing the thesis. One is to take History 400a and History 400b in the senior year, with the work of the first semester emphasizing the identification, location, and transcribing of sources, and the second semester focusing on writing (synthesis, argument, and eloquence.) The other path is to take History 400a in the fall, to complete writing the thesis by the end of that semester, to complete the requirements for the major. (This option is sometimes especially useful for double-majors who are also writing a thesis for another department.)

HISTORY COURSE RESTRICTIONS
All of our 100 level courses are open to all students without prerequisite. Courses numbered 200-299 are open to sophomores, juniors, and seniors; exceptions require the prior consent of the instructor. Courses numbered 300 and above are normally open only to juniors and seniors.

HISTORY 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. A grade of 3.7 or above in a history course is considered to represent work of honors quality. High Honors may be awarded to students showing unusual distinction in meeting these criteria.

COOPERATION WITH BRYN MAWR COLLEGE
The history departments of Haverford College and Bryn Mawr College have coordinated their course offerings. All courses offered by both departments are open to students of both colleges equally, subject only to the prerequisites stated by individual instructors. Both departments encourage students to avail themselves of the breadth of offerings this arrangement makes possible at both colleges.
111 INTRODUCTION TO WESTERN CIVILIZATION SO
L.Graham

114 ORIGINS OF THE GLOBAL SOUTH SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
J.Krippner
A year-long survey of topics in world history from the era of classical empires (Rome, Han China) to the present; with emphasis on the changing relationships among different regions and peoples of the world, and on the geo-politics of point of view in making history and in understanding it.

115 POSTCARDS FROM THE ATLANTIC WORLD SO
B.Saler
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.

117 MODERN MEDITERRANEAN HISTORY SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
A.Kitroeff
This course examines the ways the countries & peoples of the Mediterranean region - Southern Europe, North Africa and the Middle East responded to the main events & trends in the C19th-20th: The French revolution, the industrial revolution, nationalism, imperialism, fascism, the two world wars, the Cold War, anti-colonialism. The Mediterranean lies between Europe, Africa and Asia geographically but also in a normative sense, representing a region whose historical trajectory echoed that of the developed West but also the colonized, less developed East. Its study, therefore, enables students to understand the main historical trends in the modern era on a global scale. Prerequisite: None Does not count toward the major.

118 INTRODUCTION TO THE HISTORY OF SCIENCE SO
D.Hayton
Although science is an essential characteristic of the modern world, it took nearly 4000 years to attain that status. This course surveys various sciences in the past focusing on both how and why humans have interrogated the natural world, how they have categorized the resulting knowledge, and what uses they have made of it. Topics can include science and medicine in antiquity, Islamic sciences, Byzantine and medieval sciences, early-modern science and the Scientific Revolution.

119 INTERNATIONAL HISTORY OF THE UNITED STATES SO
A.Friedman
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.

120 CHINESE PERSPECTIVES ON THE INDIVIDUAL AND SOCIETY SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
A survey of philosophical, literary, legal, and autobiographical sources on Chinese notions of the individual in traditional and modern China. Particular emphasis is placed on identifying how ideal and actual relationships between the individual and society vary across class and gender and over time. Special attention will be paid to the early 20th century, when Western ideas about the individual begin to penetrate Chinese literature and political discourse.

200 METHODS AND APPROACHES IN EAST ASIAN STUDIES SO (CROSS-LISTED IN EAST ASIAN STUDIES)
E.Kelley,P.Smith
Prerequisite: Required of East Asian Studies majors and minors; open to History majors and other interested students.

203 THE AGE OF JEFFERSON AND JACKSON, 1789-1850. SO
B.Saler
This course charts the transformation in American political institutions, economy, and society from the ratification of the Constitution to the eve of the Civil War. Often identified as the crucial period when the American nation cohered around a national culture and economy, this period also witnessed profound social rifts over the political legacy of the American Revolution, the national institutionalization of slavery, and the rise of a new class system. We will consider the points of conflict and cohesion in this rapidly changing American nation. Prerequisite: Sophomore standing or above. Typically offered in alternate years.
204 HISTORY OF GENDER AND U.S. WOMEN TO 1870 SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
B. Saler
This course surveys the history of American women from the colonial period through 1870. We will consider and contrast the lives and perspectives of women from a wide variety of social backgrounds and geographic areas as individuals and members of families and communities, while also examining how discourses of gender frame such topics as colonization, slavery, class identity, nationalism, religion, and political reform. Prerequisite: Sophomore standing or above. Typically offered in alternate years.

208 COLONIAL LATIN AMERICA SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
J. Krippner
"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."

209 MODERN LATIN AMERICA SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
J. Krippner
This course introduces students to modern Latin American history from the demise of Spanish & Portuguese colonialism through the present. We shall discuss all the major regions & cultural zones of contemporary Latin America, though in varied depth given the inevitable constraints of time & disciplinary boundaries. Particular attention will be paid to the interplay of gender, race, and class in specific contexts, and we shall examine how social conflict has influenced historical change.

215 SPORT AND SOCIETY SO
A. Kitroff
This course examines the evolution of sport in the Americas and Europe in the 19th and 20th centuries from its amateur beginnings to its transformation into a lucrative business with a global scope in the late 20th century. The course is divided into three broad chronological sections: the 19th century, the 20th century through World War II, and the post-1945 era. In each of these segments we are concerned with the way of social changes affected the way sport was played, administered, experienced as a spectacle, and how it was treated as an important social institution. Prerequisite: An introductory social science course.

225 EUROPE: 1870-1914 SO
L. Gerstein
Topics included are Marxism, The Dreyfus Affair, Imperialism, Sexual Anxiety, and Art Nouveau. Typically offered in alternate years.

226 TWENTIETH CENTURY EUROPE SO
L. Gerstein
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.

227 STATECRAFT AND SELFHOOD IN EARLY MODERN EUROPE SO
L. Graham
This course examines the political, social, and cultural responses to the perceived crisis of authority that followed the Reformation era in Europe. The crisis in faith was accompanied by innovations in all areas of human life from political thought and science to art and literature. Topics include the emergence of the royal state, absolutism and constitutionalism, protest and rebellion, religion and popular culture, court society, and Baroque aesthetics. Prerequisite: Sophomore standing or above. Typically offered in alternate years.

228 THE FRENCH REVOLUTION SO
L. Graham
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. Prerequisite: Sophomore standing or above. Typically offered in alternate years.

229 GENDER, SEX AND POWER IN EUROPE, 1550-1800 SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
L. Graham
This course traces the evolving definitions of gender and sexuality in Europe from the Renaissance to the Enlightenment. Primary sources and theoretical readings explore the construction of gender roles and sexuality in different arenas of early modern life such as political thought, law, work, family, art and performance. Topics include masculinity and effeminacy, court culture and power, the rise of print technology and literacy, religious conflict and scientific discovery. Typically offered in alternate years.
230 EUROPE IN THE 19TH AND 20TH CENTURIES: BETWEEN WAR AND PEACE SO
A. Kitroeff
War was integral to the spread of nationalism and nationalist rhetoric in Europe from the Napoleonic Era to World War II; war also gave rise to a European counter-discourse, best described as patriotic pacifism. This course surveys debates among European politicians, intellectuals, and ordinary citizens in this era about the true interests of the nation. Offered occasionally.

231 THE AGE OF ENLIGHTENMENT SO
L. Graham
This course approaches the Enlightenment as a process of political and cultural change rather than a canon of great texts. Special emphasis will be placed on the emergence of a public sphere and new forms of sociability as distinguishing features of 18th century European life. Typically offered in alternate years.

233 PERSPECTIVES ON CIVIL WAR AND REVOLUTION: SOUTHERN EUROPE AND CENTRAL AMERICA SO (CROSS-LISTED IN POLITICAL SCIENCE)
A. Isaac/A. Kitroeff
Prerequisite: One course in history or one course in political science

234 NATIONALISM AND POLITICS IN THE BALKANS SO
A. Kitroeff
The interrelationship of politics with communism and nationalism in the Balkans. The political legacies of the region; the rise of communism and the way in which communist regimes dealt with nationalist issues in each of the region’s nation-states; the sharpening of nationalist conflicts in the post-communist era; focusing on the Yugoslav war and the post-war efforts to restore democratic rule and resolve nationalist differences equitably. Typically offered in alternate years.

237 GEOGRAPHIES OF WITCHCRAFT AND THE OCCULT IN EARLY MODERN EUROPE SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
D. Hayton
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 in alternate years.

238 GLOBAL HISTORY OF WORLD WAR II AND THE POSTWAR MOMENT SO
A. Friedman
This class explores how the global phenomenon known as World War II transformed life and society across the world and within the United States. While examining the period until 1948, the course focuses on historical problems emerging from the wartime moment that came to haunt the rest of the twentieth and early twenty-first century. Prerequisite: n/a

240 HISTORY AND PRINCIPLES OF QUAKERISM SO (CROSS-LISTED IN RELIGION AND PEACE, JUSTICE, AND HUMAN RIGHTS)
E. Lapsansky
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.

244 RUSSIA FROM 1800-1917 SO (CROSS-LISTED IN RUSSIAN)
L. Gerstein
Topics considered include the culture of serfdom, Westernization, reforms, modernization, national identities, and Revolution. Typically offered in alternate years.

245 RUSSIA IN THE 20TH CENTURY SO (CROSS-LISTED IN RUSSIAN)
L. Gerstein
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. Typically offered in alternate years.

250 WHITE ETHNICITY IN THE US 1870’S-1990’S: A TRANSNATIONAL HISTORY SO
A. Kitroeff
The history of white ethnic groups in the United States from the 1890s to the 1990s through the lens of recent scholarly approaches that have privileged the significance of relationship of race and immigration; transnationalism and homeland-diaspora relations. Prerequisite: none

256 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY HU (CROSS-LISTED IN EAST ASIAN STUDIES AND RELIGION)
H. Glassman
257 THE SCIENTIFIC REVOLUTION
SO
D.Hayton
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: Sophomore standing. Typically offered in alternate years.

259 COLLECTING AND DISPLAYING NATURE
SO
D.Hayton
Collecting, classifying and displaying natural artifacts acquired a new significance in early-modern Europe and played an important role in the development of modern science. This course explores the motivations and contexts for such collecting and classifying activities. Prerequisite: Sophomore standing or consent.

260 MID IMPERIAL CHINA
(CA. A.D. 850-1600) SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
Surveys the fundamental transformation of Chinese society between the 9th and 16th centuries, with particular stress on exams and the rise of a literocentric elite: Neo-Confucianism’s impact on social and gender relations; fraught relations between China and the steppes; and China’s role in the premodern global economy. Prerequisite: Not open to Freshmen.

261 LATE IMPERIAL CHINA, 1600-1900 SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
Surveys Chinese culture and society at the height of the imperial era through the 18th century and the ensuing political and cultural crises catalysed by institutional decline and Western imperialism in the 19th and early 20th centuries. Prerequisite: Sophomore standing and one course in either History or East Asian Studies.

263 THE CHINESE REVOLUTION SO
(CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
Places the causes and consequences of the Communist Revolution of 1949 in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals. Typically offered in alternate years.

265 MODERN JAPAN SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
Explores selected topics in the rise of modern Japan from the late-16th century to the Pacific War, including the creation of the centralized Tokugawa state, the urban culture of the 17th and 18th centuries, the Meiji Restoration and modernization in the late-19th and early-20th centuries, and the sources and consequences of Japanese imperialism.

267 THE MEDIEVAL TRANSFORMATION OF EURASIA, CA. 1000-1400 SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
Historians now agree that the 10th through the 14th centuries witnessed transformations across Eurasia that had long-term consequences for subsequent developments throughout the Old World. This course surveys the nature of and linkages between those changes in Europe, the Islamic world, China, and Japan, with a primary focus on travelers accounts and such literary sources as The Canterbury Tales (Europe), The Arabian Nights (Middle East), Tale of the Heike (Japan), and The Story of the Western Wing (China). Prerequisite: One 100-level introductory course in History or East Asian Studies.

268 TRANSFORMATIONS OF MEDIEVAL AFRO-EURASIA, 10TH TO 15TH CENTURIES SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P.Smith
This course uses literature and traveler’s accounts to trace the rise and displacement of a multi-polar Afro-Eurasian system of trade, communications, and cultural encounters during the 10th through 15th centuries, and the internal social transformations that accompanied those exchanges. Prerequisite: At least one introductory history course.

270 FROM EMPIRE TO NATION: THE OTTOMAN WORLD TRANSFORMED
SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
A.Kitroeff
Introduces students to the historical study of empires and the circumstances and consequences of their collapse by focusing on the Ottoman Empire. A cluster of recent studies treat the history of the Ottoman Empire (1453-1923) as a complex, dynamic and changing entity revising the older perspectives that viewed it as epitomizing the supposedly backward, unchanging, and mysterious Orient. Based on the more accessible works among this new literature, the course examines the transformation of the Ottoman Empire in terms of its political structures, its ties with Islam, its social make-up and its economy, as well as its relationship with Europe and its responses to the forces of modernity. Typically offered in alternate years.

274 HISTORY OF THE MIDDLE EAST: 18TH C TO PRESENT SO
(CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
S.Halfont
281 MEXICAN CULTURAL HISTORY: ANCIENT AND COLONIAL SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
J. Krippner
This course provides an introduction to Mexican cultural history from antiquity through the colonial centuries. Particular attention will be paid to elite and popular understandings and forms of expression as recorded in visual culture, material objects, and the writings of the colonial era. Prerequisite: Sophomore standing or instructor consent.

282 MEXICAN CULTURAL HISTORY: MODERN AND POSTMODERN SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
J. Krippner
This course provides an introduction to Mexican cultural history from antiquity through the colonial centuries. Particular attention will be paid to elite and popular understandings and forms of expression as recorded in visual culture, material objects, and the writings of the colonial era. Prerequisite: Sophomore standing or instructor consent.

303 GENDER, INTIMACY AND U.S. FOREIGN POLICY SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
A. Friedman
This course examines the arenas of gender, sex and intimacy as crucial to the formation of U.S. foreign policy and U.S. imperialism in and after two key historical moments, often summarized as the Spanish-American War and the Cold War. The course looks at how U.S. encounters abroad defined personal intimacies and everyday lives. It explores the ways that rhetorical strategies concerning the body, masculinity and femininity, feelings, friendship, and love became central to U.S. geopolitical practice and memory. Prerequisite: At Least One History Class.

305 POLITICAL TECHNOLOGIES OF RACE AND THE BODY SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS AND GENDER AND SEXUALITY STUDIES)
A. Friedman
This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of “reality” at its most basic and molecular level. Prerequisite: Sophomore standing or higher.

317 VISIONS OF MEXICO SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
J. Krippner

331 CULTURAL LANDSCAPES OF AMERICAN EMPIRE SO
A. Friedman
This seminar uses U.S. empire as a frame through which to study the architectures and concrete built environments that provided the homes, bases, weapons, and other spaces in and through which the U.S. expanded its global power from the early part of its history to the present. Prerequisite: At least one history class

333 HISTORY AND THEORY SO
B. Saler
Prerequisite: Senior or Junior standing or consent. Typically offered in alternate years.

341 THE EARLY REPUBLIC SO
B. Saler
Prerequisite: Sophomore standing or consent of the instructor.

347 WAR AND WARRIORS IN CHINESE HISTORY SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P. Smith
Prerequisite: Upper-class standing. Prior courses in Hist helpful not mandatory.

349 TOPICS IN COMPARATIVE HISTORY SO (CROSS-LISTED IN EAST ASIAN STUDIES)
P. Smith

350 COURTLY SCIENCE IN LATE MEDIEVAL AND RENAISSANCE EUROPE SO
D. Hayton

354 TOPICS IN EARLY MODERN EUROPE SO
L. Graham
Prerequisite: One prior course in Hist or consent.

356 TOPICS IN EUROPEAN HISTORY: EUROPEAN MODERNISM 1913-1937 SO (CROSS-LISTED IN RUSSIAN)
L. Gerstein

357 TOPICS IN EUROPEAN HISTORY: NATIONALISM AND MIGRATION SO
A. Kitroeff

358 TOPICS IN ENLIGHTENMENT HISTORY SO
L. Graham
Prerequisite: Jr. or Sr. standing or instructor consent.
400 SENIOR THESIS SEMINAR SO
B. Saler
History 400 is designed to expose students to different historical methods and guide them through the conceptualization of a topic, the research, and the writing of a thesis proposal.

480 INDEPENDENT STUDY SO
L. Gerstein
Prerequisite: Consent of the instructor.

COURSES AT BRYN MAWR COLLEGE
101 The Historical Imagination SO
102 Intro to African Civilizations SO
212 Pirates and Travelers SO
225 19th Century Europe: Industry, Empire and Globalization SO
242 American Pol & Soc: 1940-Pres SO
253 Survey of Western Architecture HU
258 Brit Empire: Imagining Indias SO
271 Medieval Islamic Society & Pol SO
283 Modern Mideast/North Africa Middle East and North Africa SO
285 Sport & Spectacle Anc Grc & Rome HU
318 Topics in Modern European Hist Media Revolutions: Print, Radio and Internet SO
325 Topics in Social History: Sexuality in America SO
336 Topics in African History: Social & Cultural History of Medicine SO
357 Topics in British Empire: Race, Nation and the Making of Britain SO
378 Origins Amer Constitutionalism SO
383 Islamic Reform & Radicalism SO
395 Exploring History SO
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.

**History of Art Faculty**
- David J. D. Cast, Professor
- Erica Cho, Visiting Assistant Professor
- Rebecca DeRoo, Visiting Assistant Professor
- Christiane Hertel, Professor
- Homay King, Associate Professor
- Steven Z. Levine, Professor and Chair
- Gridley McKim-Smith, Professor
- Roya Rastegar, Post-Doctoral Fellow
- Lisa R. Saltzman, Professor
- Alicia W. Walker, Assistant Professor

**History of Art Major Requirements**
The major requires ten units, approved by the major adviser. A usual sequence of courses would include at least one 100-level “critical approaches” seminar, four 200-level lecture courses, three 300-level seminars and senior conference I and II in the fall and spring semesters of senior year. In the course of their departmental studies, students are strongly encouraged to take courses across media and areas, and in at least three of the following fields of study: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary, Film and Non-Western.

With the approval of the major adviser, courses in fine arts or with significant curricular investment in visual studies may be counted toward the fulfillment of the distribution requirements, 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 paper, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25–40 pages in length, the senior paper represents the culmination of the departmental experience.

**History of Art Minor Requirements**
A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

**History of Art Requirements for Honors**
Seniors whose work is outstanding will be invited to submit an honors thesis instead of the senior paper. Two or three faculty members discuss the completed thesis with the honors candidate in a one-hour oral examination.

**History of Art Courses**

**HART B100** The Stuff of Art (Cross-listed as CHEM B100)

**Staff**
An introduction to chemistry through fine arts, this course emphasizes the close relationship of the fine arts, especially painting, to the development of chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count toward chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20.

**HART B104** Critical Approaches to Visual Representation: The Classical Tradition (CI) (IP)

**D. 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.

**HART B106** Art of the Global Middle Ages (CI) (IP)

**A. Walker**
This course considers the art and architecture of the middle ages from a global perspective and surveys artistic interaction between Europe, Africa and Asia from the 4th to 15th century. Emphasis is placed on theories of globalism and their articulation in relation to medieval cultures and history.

**HART B107** Critical Approaches to Visual Representation: Self and Other in the Arts of France (CI) (IP)

**S. Levine**
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. Counts toward Gender and Sexuality Studies concentration.

HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art (CI) (IP)
Staff
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. Counts toward Gender and Sexuality Studies concentration.

HART B110 Critical Approaches to Visual Representation: Identification in the Cinema (CI) (IP)
Staff
An introduction to the analysis of film through particular attention to the role of the spectator. Counts toward Film Studies concentration.

HART B115 Classical Art (Cross-listed as ARCH B115, CITY B115 and CSTS B115)
Staff
An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

HART B125 Classical Myths in Art and in the Sky (Cross-listed as ARCH B125 and CSTS B125)
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.

HART B190 The Form of the City: Urban Form from Antiquity to the Present (CC) (IP) (Cross-listed as CITY B190)
C. Hein
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.

HART B204 Greek Sculpture (CI) (IP) (Cross-listed as ARCH B205)
Staff
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 4th century B.C.E. with special attention to style, iconography and historical and social context.

HART B205 Introduction to Film (CI) (Cross-listed as ENGL B205)
H. Nguyen
This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. Counts toward Film Studies concentration.

HART B206 Hellenistic and Roman Sculpture (CI) (IP) (Cross-listed as ARCH B206)
A. Donahue
This course surveys the sculpture produced from the 4th century B.C.E. to the 4th 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.

HART B209 Topics in Chinese Cultural History (Cross-listed as EAST B210)
V. Bauer
This is a topics course. Course content varies.

HART B210 Medieval Art (CI) (IP)
A. Walker
An overview of artistic production in Europe from antiquity to the 14th century. Special attention will be paid to problems of interpretation and recent developments in art-historical scholarship. Current topic description: This course traces the evolution of Christian portable paintings from their origins in late antiquity to their impact on art of the early Renaissance. Exploring the function of paintings as much as their aesthetics, we examine how their cultic versus artistic value shifted from the medieval to Renaissance periods.

HART B211 Topics in Medieval History (Cross-listed with HIST B211 when topic is appropriate)
Staff
HART B212 Medieval Architecture (CI) (IP) (Cross-listed as CITY B212)  
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 include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; 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.

HART B213 Theory in Practice: Critical Discourses in the Humanities (CI) (Cross-listed as PHIL B253, COML B213, ENGL B213, ITAL B213, FREN B213 and RUSS B253)  
Staff  
This course is a topics course. Topics vary. Current topic: This course will examine different concentration. This course will examine different building forms and processes in greater China, including Hong Kong, Macau and Taiwan, from the imperial to the contemporary eras. It starts with the concrete buildings (residential houses) to the more abstract building (ethnicity, nation-state, historical narratives). With a comparative perspective and an historical approach, this course seeks to familiarize students with the perception of seeing cities as built environments as well as processes. Counts toward the Environmental Studies and the Latin American, Latino and Iberian Peoples and Cultures concentrations. Enrollment limited to 25. With preference to Cities majors.

HART B230 Renaissance Art (CI) (IP) (Cross-listed as ARCH B234 and CSTS B234)  
A. Lindenlauf  
This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution. Counts toward Film Studies concentration.

HART B238 The History of Cinema 1895 to 1945  
Silent Film: From United States to Soviet Russia and Beyond (Cross-listed as ENGL B238, COML B238 and RUSS B238)  
Staff  
This course will examine different building forms and processes in greater China, including Hong Kong, Macau and Taiwan, from the imperial to the contemporary eras. It starts with the concrete buildings (residential houses) to the more abstract building (ethnicity, nation-state, historical narratives). With a comparative perspective and an historical approach, this course seeks to familiarize students with the perception of seeing cities as built environments as well as processes. Counts toward the Environmental Studies and the Latin American, Latino and Iberian Peoples and Cultures concentrations. Enrollment limited to 25. With preference to Cities majors.

HART B234 Picturing Women in Classical Antiquity (CI) (IP) (Cross-listed as ARCH B234 and CSTS B234)  
A. Lindenlauf  
We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations. Counts toward Gender and Sexuality Studies concentration.

HART B241 New Visual Worlds in the Spanish Empire 1492—1820 (CI) (IP)  
G. McKim-Smith  
The events of 1492 changed the world. Visual works made at the time of the Conquest of the Caribbean, Mexico and South America by Spain and Portugal reveal multiple and often conflicting political, racial and ethnic agendas. Counts toward the Latin American, Latino and Iberian Peoples and Cultures concentration.
HART B242 Material Identities in Latin America 1820—2010 (CC) (CI)
Staff
Revolutionary in Latin America begin around 1810. By the 20th and 21st centuries, there is an international viewership for the works of Latin American artists, and in the 21st century the production of Latina and Latino artists living in the United States becomes particularly important. Counts toward the Latin American, Latino and Iberian Peoples and Cultures concentration.

HART B250 19th-Century Art in France (CI) (IP)
S. Levine
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.

HART B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries (IP)
(Cross-listed as CITY B253)
J. Cohen
The course frames the topic of architecture before the impact of 20th-century Modernism, with a special focus on the two prior centuries—especially the 19th—in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscape, formal analysis and research skills exercised in writing projects, class field-trips and a nuanced mastery of the narratives embodied in the architecture of these centuries.

HART B254 History of Modern Architecture (CC) (IP) (Cross-listed as CITY B254)
C. Hein
A survey of the development of modern architecture since the 18th century. The course concentrates on the period since 1890, especially in Europe and North America.

HART B255 Survey of American Architecture (Cross-listed as CITY B225)
Staff
An examination of landmarks, patterns, landscapes, designers and motives in the creation of the American built environment over four centuries. The course will address the master narrative of the traditional survey course, while also probing the relation of the canon to the wider realms of building in the United States.

HART B260 Modern Art (CI)
Staff
This course will involve an inquiry into the history of 20th-century visual culture, European and American, through an exploration of art practice, art history, art criticism and art theory. Against the dominant and paradigmatic theorization of modernism, the course will introduce and mobilize materials aimed at its critique.

HART B266 Contemporary Art: 1945 to the Global Present (CC) (CI)
L. Saltzman
America, Europe and beyond, from the 1950s to the present, in visual media and visual theory.

HART B268 Greek and Roman Architecture (IP)
(Cross-listed as ARCH B268 and CITY B268)
Staff
The course will introduce the structure of Greek and Roman cities and sanctuaries, the variety of building types and monuments found within them, and how local populations used and lived in the architectural environment of the classical world.

HART B280 Video Practices: Analog to Digital
(Cross-listed as ENGL B280)
Staff
This course explores the history and theory of video art from the late 1960s to the present. The units include: aesthetics, activism, access, performance and institutional critique. We will reflect on early video’s “utopian moment” and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 (Intro to Film) or consent of the instructor. Counts toward the Gender and Sexuality Studies and Film Studies concentrations.

HART B299 History of Narrative Cinema, 1945 to Present (CI) (IP) (Cross-listed as ENGL B299)
Staff
This course surveys the history of narrative film from 1945 through the contemporary moment. We will analyze a series of styles and national cinemas in chronological order, including Italian Neorealism, the French New Wave and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political and psychological dimensions of cinema. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

HART B305 Classical Bodies (Cross-listed as ARCH B303 and COML B313)
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. Counts toward Gender and Sexuality Studies concentration.
HART B306 Film Theory (Cross-listed as ENGL B306 and COML B306)
S. Levine
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; and 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. Counts toward Film Studies concentration.

HART B311 Topics in Medieval Art (Cross-listed as CITY B312 and HIST B311)
A. Walker
This is a topics course. Course content varies. Current topic description: Kings, Caliphs and Emperor: Images of Authority in the Era of the Crusades. Counts toward the Middle Eastern and Islamic Studies concentration.

HART B323 Topics in Renaissance Art (Cross-listed as CITY B323)
Staff
Selected subjects in Italian art from painting, sculpture and architecture between the years 1400 and 1600.

HART B324 Roman Architecture (Cross-listed as CSTS B324 and ARCH B324)
R. Scott
The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general problems with architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

HART B334 Topics in Film Studies (Cross-listed as ENGL B334)
H. Nguyen
This is a topics course. Content varies. Current topic description: The course examines same-sex eroticsms as depicted in global cinema; it considers these films through the theories of globalization, transnationalism and diaspora. Counts toward Gender and Sexuality Studies and Film Studies concentrations.

HART B336 Topics in Film (Cross-listed as ENGL B336)
Staff
This course examines experimental film and video from the 1930s to present. It will concentrate on the use of "found" footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom. Counts toward the Film Studies concentration.

HART B340 Topics in Baroque Art (Cross-listed as COML B340)
G. McKim-Smith
This is a topics course. Course content varies. Current topic description: The course considers costume and fashion from the perspective of visual and cultural studies, combines with a historical acknowledgment of consumerism. Representations of costume in Europe and Latin America from the 15th century to present day. Counts toward Gender and Sexuality Studies concentration.

HART B348 Advanced Topics in German Cultural Studies (Cross-listed as GERM B321, CITY B319 and COML B321)
Staff
This is a topics course. Course content varies. Counts toward Gender and Sexuality Studies concentration.

HART B350 Topics in Modern Art
Staff
This is a topics course. Topics vary.

HART B355 Topics in the History of London (Cross-listed as CITY B355 and HIST B355)
D. Cast
Selected topics of social, literary and architectural concern in the history of London, emphasizing London since the 18th century.

HART B359 Topics in Urban Culture and Society (Cross-listed as CITY B360, ANTH359 and SOCL B360)
C. Hein
This is a topics course. Course content varies. Current topic description: This course examines European cities and their distinct architectural and urban character, through the lens of the historical development of Hamburg, Germany. It examines the city’s urban form in its larger European, German, and regional context from its medieval origins to the contemporary HafenCity redevelopment, currently Europe’s largest urban revitalization project. Counts towards the Environmental Studies concentration.

HART B367 Asian American Film, Video and New Media (Cross-listed as ENGL B367)
H. Nguyen
The course explores the role of pleasure in the production, reception and performance of Asian American identities in film, video and the Internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among
the participants in the class, no auditors will be allowed. Counts toward Gender and Sexuality Studies and Film Studies concentrations.

HART B377 Topics in Modern Architecture
(Cross-listed as CITY B377)
J. Cohen, C. Hein
This is a topics course on modern architecture. Topics vary. Current topic description: This course uses the global architecture of oil—its extraction, administration and resale—to examine the impact of international economic networks on architecture and urban form since the mid-19th century.

HART B380 Topics in Contemporary Art (Cross-listed as GERM B380 and HEBR B380)
L. Saltzman
This is a topics course. Course content varies. Not offered in 2012-13.

HART B398 Senior Conference I
S. Levine
A critical review of the discipline of art history in preparation for the senior paper. Required of all senior majors who have not taken junior seminar.

HART B399 Senior Conference II
A. Walker, C. Hertel
A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper.

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 proposed research. Consent of the supervising faculty member and of the major adviser is required.

HART B425 Praxis III
Staff
Students are encouraged to develop internship projects in Bryn Mawr's collections and other art institutions in the region. Counts towards the Praxis Program.

HART B610 Topics in Medieval Art
Staff
This is a topics course. Course content varies.

HART B630 Topics in Renaissance Art
D. Catt
This seminar is concerned with the history and the historiography of Mannerism. The first subjects are those works of art, described as Mannerist, produced in Italy and then in the rest of Europe in the 16th and 17th centuries. But we are also concerned with the critical reception of these works and the attention they have gathered within the history of criticism, from the 17th century onwards to the writings of historians of art, especially in Germany, at the beginning of the last century. We will also examine how far, and how usefully, such a term can be used today in criticism, as it is still so often.

HART B636 Vasari
Staff
This seminar focuses on Giorgio Vasari as painter and architect and above all as a founder of the Florentine Academy and the writer of the first modern history of the arts. Topics covered range across the arts of that time and then the questions any such critical accounting of the arts calls up imitation, invention, the notion of the artist and however it is possible to capture in words what seems often to be beyond them.

HART B640 Topics in Baroque Art: Spanish Painting and Sculpture
G. McKim-Smith
This is a topics course. Course content varies. Current topic description: The course considers costume and fashion from the perspective of visual and cultural studies, combined with a historical acknowledgment of consumerism. Representations of costume in Europe and Latin America from the 16th century to the present day.

HART B645 Problems in Representation: Realism
Staff
This seminar examines, as philosophy and history, the idea of realism, as seen in the visual arts since the Renaissance and beyond to the 19th and 20th centuries. Admission by permission of instructor.

HART B650 Topics in Modern Art
Staff
This is a topics course. Topics vary. Admission by permission of instructor.

HART B671 Topic in German Art
C. Hertel
This is a topics course. Topics vary. Current topic description: In this seminar we shall familiarize ourselves with theories of allegory in the German intellectual tradition from Winckelmann, Lessing and Burckhardt to Riegl, Benjamin and others, and with a series of case studies ranging from Rubens' Marie de' Medici Cycle to contemporary memorials.

HART B678 Portraiture
Staff

HART B680 Topics in 20th Century Art
L. Saltzman
This is a topics course. Course content varies.
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 which are different from the ones that are available in our departmental curricula. These courses have no prerequisites except where explicitly stated.

INDEPENDENT COLLEGE PROGRAMS

COURSES

101 INTRODUCTION TO AFRICAN AND AFRICANA STUDIES HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
T.Hucks/K.Ngalamulume

104 CALCULUS: CONCEPTS AND HISTORY NA/QU (CROSS-LISTED IN MATHEMATICS AND STATISTICS)
J.Tecosky-Feldman
Prerequisite: Not ordinarily open to students who have studied calculus previously. Offered occasionally.

111 INTRODUCTION TO PEACE AND CONFLICT STUDIES SO
Staff
A broad overview of the study of conflict, peace and peace-building. Topics include militarization, nuclearization, ethnic conflict, genocide, social movements, and non-violence, with special emphasis on understanding the historical and cultural contexts of conflicts and peacebuilding efforts.

202 IMPACT INVESTING: THEORY AND PRACTICE SO (CROSS-LISTED IN ECONOMICS)
S.Mudd
A half credit course. Impact investing is investing to generate a financial return and a positive social benefit. It supports firms seeking to address social, environmental and /or governance problems (ESG). 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 our findings to an investment committee and providing an investment recommendation to a partner fund for its investments. Prerequisite: Econ 105

221 EPIDEMIOLOGY AND GLOBAL HEALTH NA
K.Edwards
This course will examine the interplay of biomedical, societal, and ethical concerns in global health. A unit on epidemiology will provide the analytical tools to measure effectiveness of various, public health responses. Case studies, such as smoking and tobacco-related diseases, emergency contraception, AIDS prevention and therapies will highlight the impact of medical science, economics, culture, and politics on public health in different countries. Prerequisite: College-level biology course; a course in statistics is recommended. Typically offered in alternate years.

231 PARIS IN THE 19TH CENTURY: VISUAL CULTURE AND THE PSYCHOPATHOLOGY OF THE MODERN CITY HU
C.Solomon
Explores effects of modernization and the transformation of the city on Parisian society in the 19th century through the lens of art and visual culture. Topics: Haussmannization, urban types, psychological responses to modernity, prostitution, flanerie, caricature, impact of photography.

235 THE POST-IMPRESSIONISTS: CEZANNE, SEURAT, VAN GOGH, AND GAUGUIN HU
C.Solomon
Using various art-historical approaches, this course focus on the works of major Post-Impressionist artists: Seurat, Cezanne, Van Gogh, and Gauguin. This course will include a field trip to the Barnes Foundation.

236 ART, POLITICS, AND SOCIETY IN NINETEENTH-CENTURY EUROPE HU
C.Solomon
This course explores European art in the context of political, social, and cultural developments in the period from the late eighteenth century to the middle decades of the nineteenth century. Neoclassicism, Romanticism, and Realism are the artistic movements of this period. Artists discussed will include David, Goya, Friedrich, Turner, Constable, and Gericault among others. Course will include at least one visit to the Phila Museum of Art.
237 ART AND CULTURAL IDENTITY
HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
C.Solomon
This course considers the impact of globalization & the experience of exile, displacement, diaspora, transnationalism, hybridity, & cosmopolitanism, & also examines strategies employed by artists from the 19th C to the present who have negotiated the terrain of cultural identity in their work: Cezanne, Gauguin, Kahlo, Hatoum, Neshat, Shonibare, & Sikander. Other topics include cultural imperialism, orientalism, & cultural property debates. Readings will include theoretical texts by Appiah, Bhabha, Hall, Said, & others. Course fulfills a requirement in the History of Art Major at Bryn Mawr College.

241 THE ECONOMICS AND FINANCES OF HIGHER EDUCATION SO
R.Wynn
This course explores the economics of higher education as part of the non-profit sector of the U.S. economy, focusing specifically on the business and financial structure of Haverford College as the prototype of an independent, not-for-profit organization. The course begins with an overview of the non-profit sector and the higher education industry, and includes such topics as long range and strategic planning, budgeting, endowment management, socially responsible investing, assessing financial health, as well as other topics. Typically offered in alternate years.

244 QUAKER SOCIAL WITNESS SO
K.Edwards
Seminar course examining the commitment to social justice within the Religious Society of Friends (Quakers), exploring its religious foundation and highlighting historical and current manifestations. Readings on Quaker testimonies and on the roles of Quakers in abolition, suffrage, and peace will be complemented by guest speakers from Quaker social justice organizations.

247 FINANCIAL AND MANAGERIAL ACCOUNTING SO (CROSS-LISTED IN ECONOMICS)
N.Cabrera

252 WOMEN, MEDICINE AND BIOLOGY SO (CROSS-LISTED IN BIOLOGY AND GENDER AND SEXUALITY STUDIES)
K.Edwards
This course examines how biological science describes women's bodies and behaviors by analyzing arguments that certain traits are sexually dimorphic, genetically determined and hormonally sensitive. It also examines how the medical profession responds to women's health concerns by analyzing the biomedical and political factors influencing research and treatments in such areas as breast cancer, reproductive medicine and AIDS in women. Prerequisite: Preference given to Gender and Sexuality Studies Concentrators. Offered occasionally.

253 THE THEORY AND PRACTICE OF CONCEPTUAL ART HU (CROSS-LISTED IN FINE ARTS)
J.Muse

277 BUSINESS AND PROFESSIONAL ETHICS FROM ARISTOTLE TO MODERN PRACTICE SO
N.Grabell
Through an exploration of ethical theory and case studies, we will examine topics such as: the tension between compliance with the law and the profit motive, professional responsibility and detachment, the proper treatment of clients/patients, short-term vs. long-term benefits, the relevance of social benefits claims to business practice, doing "well" by doing "good", and the dilemma of ethical relativism in the world of international business. Prerequisite: Sophomore standing or higher.

278 DOCUMENTARY FILM AND APPROACHES TO TRUTH HU
V.Funari
This course explores the challenge of truth-telling in documentary film and video. What practices have documentarians engaged in to acknowledge, deny, undermine, complicate, and perhaps solve the problem of truth? Readings, film viewings with discussions, and exercises in video production and editing, leading to the creation of final videos by students. Prerequisite: Sophomore standing or higher.

281 VIOLENCE AND PUBLIC HEALTH SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES AND PEACE, JUSTICE, AND HUMAN RIGHTS)
K.Edwards
An interdisciplinary seminar course analyzing the advantages and limitations of a public health perspective on violence. We will examine how everyday violence, direct political violence, and structural violence effect public health, as well as evidence that violence is preventable and amenable to public health strategies. Prerequisite: One of the following: ICSR221 or PEAC101 or PEAC201 or PEAC202 or instructor consent. Does not count toward the major.

290 INTERDISCIPLINARY PERSPECTIVES ON GENDER HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
R.Uygun/S.Ullman

301 HUMAN RIGHTS, DEVELOPMENT AND INTERNATIONAL ACTIVISM SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
R.Uygun
Prerequisite: Lottery preference to students returning from CPGC-sponsored Internships.
302 BODIES OF INJUSTICE: HEALTH, ILLNESS AND HEALING IN CONTEXTS OF INEQUALITY

C. Schilling

This course offers students readings and discussions to more fully understand their Center for Peace and Global Citizenship internships and to clarify their aspirations for future work toward social justice. We examine the politics and ethics of witnessing and representing injustice before developing a comprehensive view of the contexts of health, illness, and healing in the United States and in other countries. The course critically assesses perspectives drawn from the humanities, the discourse of human rights, medical anthropology and sociology, models of economic development, and models for delivering ethically sound, compassionate, and effective healthcare. Preference given to students returning from CPGC internships. Prerequisite: Lottery priority to students returning from CPGC-sponsored internships.

303 CURATORIAL PRAXIS: THE MAKING OF AN EXHIBITION HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

C. Solomon

An introduction to curatorial praxis, this course will give students the opportunity to be involved in all aspects of the conceptualization and production of an art exhibition. Prerequisite: One 200-level course in any of the following: HIST, RELG, FREN, POLS, HART, or consent.

311 REPRODUCTIVE HEALTH AND JUSTICE SO

K. Edwards

A seminar running over two semesters. Analyzing disparities in reproductive health outcomes, access to sexual health care, and protections of reproductive rights within Nicaragua and the United States. This course will meet from Oct 29 thru Dec 10, 2013, and from Jan 21 thru Mar 4, 2014, with a required winter break delegation to Nicaragua Jan 9 thru 18, 2014. Permission of the Instructor will be based on a written application.

325 CONTEMPORARY ART OF THE ARAB WORLD, IRAN AND TURKEY HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

C. Solomon

This interdisciplinary course will consider aspects of contemporary art, architecture, and visual culture of North Africa and the Middle East and the other two principal non-Arab Muslim states in the region, Iran and Turkey. Prerequisite: One course in History of Art or MEIS

480 INDEPENDENT STUDY SO

K. Lindgren

494 SENIOR CONFERENCE IN SCIENCE AND SOCIETY NA (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)

K. Edwards

A conference course for students writing their final paper for the Science and Society program. Each student will produce a paper which expands significantly on what they have learned through their own fieldwork, research, or advanced course work in this program. Students will meet individually with the instructor to discuss their written work. Prerequisite: Completion or concurrent fulfillment of requirements for the Science and Society Program or consent. Offered occasionally.

LITERATURE COURSES

217 HUMANIMALITY: (DIS)FIGURATIONS OF THE ANIMAL IN THE SHAPING OF HUMAN INSTITUTIONS HU (CROSS-LISTED IN ENGLISH)

K. Bensom

Typically offered in alternate years.
Students may complete a major or minor in Italian Studies and Literature.

Why study Italian?

In the context of globalization and internationalization of the world, the usefulness of studying languages is no longer contested. Language is not only a skill to use for exchanging thoughts, but a crucial component of self-expressions and — as such — it is at the core of trans-lingual and trans-cultural competence. While we use language to communicate our needs to others, language simultaneously reveals us to others and to ourselves. Language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to other cultures. For the past decades, Italian has been an expanding field. There has been a significant growth in the number of Italian Studies programs in colleges and universities. According to the most recent MLA statistics, the number of students of Italian has increased steadily in the United States (more than 22%) and now extra-literary subjects -- ranging from Film Studies to semiotics, from pop culture to Food Studies -- augment the traditional literary study of authors, from Dante to post-modern writers such as Calvino. The study of Italian is enjoyable both because of the richness of its literary and artistic culture and because the language is one in which rapid progress is made in the early stages.

As a discipline, Italian Studies has changed a lot in the last few years. Rather than merely confirming a fixed field of study, it now focuses on problems of a cross-disciplinary nature in both content and method. The range of research interests has broadened beyond the confines of the canon and cannot longer be met within the traditional language/literature courses. It is a significant shift in perspective. The aim of this new major is to assist the development of Cultural Studies as a new area of research ranging from the Middle Ages to present day, with greater emphasis given to contextual factors. Along side the works of a single author, it proposes to explore more popular genres within an array of critical perspectives — politics, history, film, literature, visual arts, and popular culture in Italy. After fulfilling basic units of language instruction, students will choose from a variety of interesting courses (in English and Italian) on the literature, culture, history, and cinema of Italy.

Students majoring in areas such as music, International Studies, Comparative Literature, Art History, Cities, Classics, or Film Studies will find the new Italian Studies program ideally suited to their interdisciplinary interests.

How Can I study Italian at BMC/HC?

• a major in Italian Language/Literature — ILL
• a major in Italian Cultural Studies — ICS
• a minor
• a romance languages major combining Italian with French and/or Spanish
• a major in Comparative Literature with Italian as the primary or secondary literature
• as part of International Studies
• as part of Medieval Studies

COLLEGE FOREIGN LANGUAGE REQUIREMENT

The College’s foreign language requirement may be satisfied by completing the ITAL 105 (intensive) with a grade of 2.0, or by completing ITAL 101 and 102 (not intensive) with an average grade of at least 2.0 or with a grade of 2.0 or better in ITAL 102.

Students may obtain permission from the instructor to transfer from a regular language course to an intensive language course.

ITALIAN FACULTY

HAVERFORD COLLEGE
Lecturer Loryn Fallon

BRYN MAWR COLLEGE
Associate Professor and Chair Roberta Ricci
Post Doc Alexander Harper
Visiting Assistant Professor Michele Monserrati
Visiting Associate Professor Dennis J. McAuliffe
Language Assistant Gabriella Troncelliti
Professor Emeritus Nicholas Patruno

ITALIAN 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:

ITALIAN 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/Contemporary Italian literature.

ICS/Track B

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL 101/102, plus three courses conducted in Italian and five related courses in English that may be taken either within the department or in an allied-related fields in various disciplines throughout the college, or courses taken on BMC-approved study-abroad programs, such as: Culture, History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics.

*Faculty in other programs may be willing to arrange work within courses that may count for the major.

ITALIAN MINOR REQUIREMENTS

Requirements for the minor in Italian are ITAL 101, 102 and four additional units including two at the 200 level and two at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors in Italian apply.

ITALIAN MAJOR THESIS

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed 20 pages in draft. In April they will give an oral presentation of their work of approximately 40 minutes to faculty and interested students. The final draft is due on or around April 20 of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary sources. 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 adviser.

ITALIAN STUDY ABROAD

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College or in approved summer programs in Italy or in the United States.

ITALIAN REQUIREMENTS FOR HONORS

The opportunity to conduct a project of supervised sustained research (ITAL 403 Independent Study) is open to all majors with a 3.7 GPA. Students who want to graduate with honors are asked to write a senior thesis and to defend it with members of the Italian Department and/or a third outside reader at the end of the senior semester. Students wishing to do so will present a topic that a faculty member is willing to supervise, a written proposal of the topic chosen, and, if approved by the department, will spend one semester in the senior year working on the thesis.

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed twenty pages in draft. In April they will give an oral presentation of their work of approximately forty minutes to faculty and interested students. The final draft is due on or around April 20 of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as adviser.
students will have conferred with a faculty member who has agreed to serve as advisor.

ITALIAN COURSES

ITAL B001 Elementary Italian
G. Tinelliti, G. Pero
The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs and creative composition.

ITAL B002 Elementary Italian II
G. Pero
This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs and creative composition. Prerequisite: ITAL B001 or placement.

ITAL B101 Intermediate Italian
R. 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, as well as newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and discuss internet materials.

ITAL B102 Intermediate Italian
G. Pero
This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel, as well as newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and discuss internet materials.

ITAL B200 Pathways to Proficiency
Staff
This course is intended for students who have already completed the elementary-intermediate sequence and who are interested in pursuing the study of Italian. The aim of the course is to improve students proficiency in the Italian language, so that they will be able to take more advanced courses in Italian literature and cultural studies. The focus of this course is to expose students to crucial issues that have influenced Italian culture and society, concurring to develop distinctive ways of thinking, cultural artifacts (literary works, music, works of art and so on), and that are at the core of contemporary Italian society. Prerequisite: ITAL 102 or placement.

ITAL B201 Italian Culture and Society
G. Pero
Language and Cultural Studies course with a strong cultural component. It focuses on the wide variety of problems that a post-industrial and mostly urban society like Italy must face today. Language structure and patterns will be reinforced through the study of music, short films, current issues and even stereotypes. Prerequisite: ITAL 102 or equivalent.

ITAL B203 Italian Theater (in Italian)
Staff
The course consists of a close reading in Italian of representative theatrical texts from the contemporary stage to the origins of Italian theater in the 16th century, including pieces by Dario Fo, Luigi Pirandello, Carlo Goldoni, the Commedia dell’arte and Niccolò Machiavelli. Attention will be paid to the development of language skills through reading out loud, performance and discussion of both form and content, enhanced by the use of recordings and videos. Attention will also be paid to the development of critical and analytical writing skills through the writing of short reviews and the research and writing of a term paper.

ITAL B207 Dante in Translation
D. McAuliffe
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 B208 Petrarca and Boccaccio in Translation

D. McAuliffe

The course will focus on a close analysis of Petrarch’s *Canzoniere* and Boccaccio’s *Decameron*, with attention given also to their minor works and the historical-literary context connected with these texts. Attention will also be given to Florentine literature, art, thought and history from the death of Dante to the age of Lorenzo de’ Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; and Florentine humanism from Salutati to Alberti. Course taught in English; one additional hour of target language instruction for students who want Italian credit.

ITAL B211 Primo Levi, the Holocaust, and Its Aftermath (Cross-listed as COML B211 and HEBR B211)

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 other Italian women writers whose works are also connected with the Holocaust.

ITAL B213 Theory in Practice: Critical Discourses in the Humanities (Cross-listed as COML B213, ENGL B213, FREN B213, GERM B213, HART B213, PHIL B253 and RUSS B253)

Staff

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

ITAL B222 Focus: Reading Italian Literature in Italian I

Staff

The course will read major examples of the short story and novella through several centuries of Italian fiction, including texts written by women writers and immigrant writers. We will read novels and short stories by Fogazzaro, D’Annunzio, Primo and Carlo Levi, Pasolini, Dacia Maraini and Antonio Tabucchi. This is a half-semester Focus course.

ITAL B225 Focus: Reading Italian Literature in Italian II

Staff

The course consists of a close reading in Italian of representative theatrical texts from the contemporary stage to the origins of Italian theater in the 16th century, including pieces by Dario Fo, Luigi Pirandello, Carlo Goldoni, the Commedia dell’arte and Niccolo Machiavelli. Attention will be paid to the development of language skills through reading out loud, performance and discussion of both form and content, enhanced by the use of recordings and video. Attention will also be paid to the development of critical and analytical writing skills through the writing of short reviews and the research and writing of a term paper. This is a half-semester Focus course.

ITAL B225 Italian Cinema and Literary Adaptation

R. Ricci

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close textual analysis, such issues as Fascism, nationalism, gender, sexuality, politics, regionalism, death and family in the Italian context. Counts towards Film Studies.

ITAL B235 The Italian Women’s Movement

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 70s and who continue to look at, and rewrite, women’s stories of empowerment and solidarity; (c) “divaism,” fame, via beauty and sex with a particular emphasis on the ’60s (i.e., Gina Lollobrigida, Sofia Loren, Claudia Cardinale), Counts toward the Gender and Sexuality Studies Concentration. Counts towards Gender and Sexuality Studies.

ITAL B255 Uomini d’onore in Sicilia

Staff

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the “classical” example of Sicily. The course will introduce students to both Italian studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th-, 20th- and 21st-century Italian Sicilian authors. Prerequisite: ITAL 102 or permission of the instructor.

ITAL B299 Grief, Sexuality, Identity: Emerging Adulthood

Staff

Adolescence is an important time of personality development as a result of changes in the self-concept and the formation of a new moral system of values. Emphasis will be placed on issues confronting the role of the family and peer relationships, prostitution, drugs, youth criminality/gangsters/violence, cultural diversity, pregnancy, gender identity, mental/moral/religious development, emotional growth, alcoholism, homosexuality and sexual behavior. Prerequisite: ITAL 102. Counts towards Gender and Sexuality Studies.

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. Prerequisite: At least two literature courses (one at the 300 level). Taught in Italian.

ITAL B303 Petrarca and Boccaccio
Staff
The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's Divine Comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. The Decameron will be read in its entirety in Italian. Attention will also be paid to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how each author represented women in the context of 14th-century Italy. Prerequisite: two years of Italian and at least a 200-level course. Taught in Italian.

ITAL B304 Il Rinascimento in Italia e oltre
R. Ricci
Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises and letters), in court (especially in Ferrara) and in society, where for the first time women formed groups and their own discourse. What happens when women become the subject of study? What is learned about women and the nation? What is learned about gender and how disciplinary knowledge itself is changed through the centuries? Prerequisite: At least one 200-level course. Counts towards Gender and Sexuality Studies.

ITAL B307 Best of Italian Literature
Staff
This course focuses on the key role played by Italian culture in the development of the European civilization and Western literature. Many texts found their way to France, Spain and England where they were read, translated and disseminated. This process of assimilation influenced life, language, politics and literature. The unique role played by Italian Renaissance on European civilization shines through contemporary best-sellers such as The Da Vinci Code. Prerequisite: a 200-level course in Italian.

ITAL B310 Italian Popular Fiction (Cross-listed as COML B310)
Staff
This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and "high literature," but also the role of detective fiction as a mirror of social anxieties. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Prerequisite: one literature course at the 200 level.

ITAL B322 Reading Italian Literature in Italian III
Staff
The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante’s Divine Comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. Prerequisite: two years of Italian and at least a 200-level course. Taught in Italian.

ITAL B323 Reading Italian Literature in Italian IV
Staff
Attention to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how the author represented women in the context of 14th-century Italy. Prerequisite: two years of Italian and at least a 200-level course.

ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th Century Italy and Europe
R. Ricci
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. Prerequisites: One 200-level course in Italian.

ITAL B398 Senior Seminar
R. Ricci
This course is open only to senior Italian and Romance Languages majors. 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 twenty pages in draft. See "Italian Major Thesis" description, above.

ITAL B399 Senior Conference
R. Ricci
This course is open only to senior Italian and Romance Languages majors. 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 "Italian Major Thesis" description, above.

ITAL B403 Supervised Work
Offered with approval of the Department.
**LATIN AMERICAN AND IBERIAN STUDIES**

This concentration is an interdisciplinary program for students majoring in a related discipline who wish to undertake a comprehensive study of the cultures of Spanish America, Brazil or the Iberian Peninsula (Spain and Portugal). Students supplement a major in one of the cooperating departments (e.g., history, history of art, religion, political science, anthropology, psychology, economics, comparative literature, linguistics or Spanish) with courses that focus on Latin American and Iberian issues and themes.

**LATIN AMERICAN AND IBERIAN STUDIES FACULTY**
Professor James Krippner, Coordinator

**LATIN AMERICAN AND IBERIAN STUDIES REQUIREMENTS**

Requirements for the concentration (six courses and one essay or creative work):

**a)** 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.

**b)** Spanish/Independent College Programs 240 at Haverford, or General Studies 145 at Bryn Mawr. One of these two courses will be taught every year, alternating between Haverford and Bryn Mawr.

**c)** Four other related courses, two of which must be taken outside the major department; one of these four courses should be at the 300 level. These courses are to be chosen from the offerings listed under the concentration in the Haverford College Catalog or the Course Guide. Students should consult with their advisers as to which courses are most appropriate for their major and special interests: some apply more to Latin America, others to the Iberian Peninsula. Please note that other courses may be approved to fulfill this requirement if their pertinence to the concentration can be demonstrated. Courses not listed in the Haverford College Catalog or Course Guide will be approved by the concentration coordinator on a case by case basis.

**d)** A long paper (at least 20 pages) on the Iberian Peninsula or Latin America, to be completed no later than the first semester of the senior year, as part of the work for a course in the student’s major or the concentration. Whenever possible, the paper should be written while in residence at the College. A proposal for the paper topic, accompanied by a bibliography, must be submitted in advance for approval by the concentration coordinator. While 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. Creative works such as films requiring work comparable to a long paper may be approved to fulfill this requirement by the concentration coordinator on a case by case basis.


**LATIN AMERICAN AND IBERIAN STUDIES COURSES**

Please note that this list is not exhaustive; see (c) above.

**INDEPENDENT PROGRAMS**

- **240b Latin American and Iberian Cultures and Civilizations**
- **HISTORY**
  - 114a Origins of the Global South
  - 208 Colonial Latin America
  - 209 Modern Latin America
- **LINGUISTICS**
  - 215a The Structure of Colonial Valley Zapotec
- **POLITICAL SCIENCE**
  - 131b Comparative Government and Politics
  - 229b Latino Politics in the U.S
  - 233b Perspectives on Civil War and Revolution: Southern Europe and Central America
  - 237a Latin American Politics
  - 239a The United States and Latin America
- **SPANISH**
  - All courses at the 200 and 300 levels in Spanish at Haverford, Bryn Mawr, and Swarthmore count toward the concentration.
Linguistics is the scientific study of language, the medium which allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which will prepare students for future pursuits in any field where such skills are essential. Linguistics is also relevant to other disciplines, such as Psychology, Philosophy, Mathematics, Computer Science, Sociology and Anthropology. (Some of our students have double majored with one of them.)

The primary objectives of the linguistics major are to introduce students to the field of linguistics proper through a series of foundation courses in linguistics theory and methodology; to provide training in the application of theoretical and methodological tools to the analysis of linguistic data, particularly in forming and testing hypotheses, and arriving at conclusions supported by the data and arguments; and to offer an array of interdisciplinary courses that allow students to explore other related fields, such as Computational Linguistics, Neuroscience, Psychology, Philosophy, Anthropology, etc., that best suit their interests.

Linguistics Faculty

Associate Professor of Chinese and Linguistics with C.V. Starr Professorship in Asian Studies Shizhe Huang (Co-Chair)
Assistant Professor of Linguistics Brook D. Lillehaugen (Tri-College)

At Swarthmore College:
Professor of Linguistics Theodore Fernald (On leave 2013-2014)
Professor of Linguistics Donna Jo Napoli
Associate Professor of Linguistics K. David Harrison (Co-Chair)
Assistant Professor of Linguistics Brook D. Lillehaugen (Tri-College)
Visiting Assistant Professor of Linguistics Nathan Sanders
Visiting Assistant Professor of Linguistics Anisa Schardl
Visiting Assistant Professor of Linguistics (part-time) & Phonetics Lab Coordinator (TBH) Instructor Shelley DePaul
Instructor Doreen Kelley

Affiliated Faculty

At Haverford College:
Professor of Psychology Marilyn Boltz
T. Wistar Brown Professor of Philosophy Danielle Macbeth
Associate Professor of English Maud McInerney
Assistant Professor of Spanish Ana López-Sánchez

At Bryn Mawr College:
Professor of Computer Science Deepak Kumar
Assistant Professor of Anthropology Amanda Weidman
Assistant Professor of Linguistics Brook D. Lillehaugen (Tri-College)

Linguistics Major Requirements

1. All majors must take one course or seminar from each of the following three categories:
   - Sounds: LING H115 at HC or LING045 at SC
   - Forms: LING H113 at HC or LING050 at SC
   - Meanings: LING H114 at HC or LING040 or 026 at SC

2. All majors are required to take the structure of a non-Indo-European Language, typically LING215, or LING282 at HC, or LING061, 062, 064 at SC.

3. Linguistics majors must take two elective courses in Linguistics or related fields. Linguistics and Language majors must study two different languages with three credits from each, with at least two credits at the intermediate level.

4. In addition, all majors are required to write a senior thesis in the fall of their senior year in LING100 (Research Seminar). This thesis constitutes the comprehensive requirement. The course can be taken for one or two credits. If the former, the student should take one more elective course in Linguistics.

Linguistics Minor Requirements

Students may minor in linguistics through Haverford by completing six credits in the following three areas of study:

A. Mandatory Foundation Courses (three credits):
   - LING H113 or LING S050 Introduction to Syntax
   - LING H114 or LING S040 Introduction to Semantics
   - LING H115 or LING S045 Phonetics and Phonology
B. Structure of a Non-Indo-European Language Courses (choose one):
- LING H215 Structure of Colonial Valley Zapotec
- LING H282 Structure of Chinese
- LING S060 Structure of Navajo
- LING S062 Structure of American Sign Language
- LING S064 Structure of Tuvan

C. Elective Courses (choose two):
- LING B101 Introduction to Linguistics
- LING/ENGL H213 Inventing [the] English
- LING/PSYC H238 The Psychology of Language
- LING/PHIL H253 Analytic Philosophy of Language
- LING/PHIL H260 Historical Introduction to Logic
- LING/ANTH B281 Language in the Social Context
- LING/CMSC B325 Computational Linguistics
- LING/SPAN H365 The Politics of Language in the Spanish-Speaking World
- LING/EAST H382 Topics in Chinese Syntax and Semantics

All linguistics courses offered at Swarthmore College will be accepted for minor credits for the appropriate categories.

LINGUISTICS COURSES

101 INTRODUCTION TO LINGUISTICS HU
B. Lillehaugen
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. Taught at Bryn Mawr, Fall of 2011 Typically offered every Fall at Bryn Mawr.

113 INTRODUCTION TO SYNTAX HU
S. Huang
This course is a hands-on investigation of sentence structures in human language. This is a participation intensive course. Collectively, the class will develop an increasingly complex syntactic theory starting with basic assumptions and seeing where they lead. In the process, students will develop skills in observing syntactic patterns and analyzing these patterns in order to come to some generalizations on their own. Typically offered every Fall.

114 INTRODUCTION TO SEMANTICS HU
S. Huang
This course focuses on the study of meaning in human language. We will explore semantic issues that arise from the lexicon, the sentences, and the discourse. Along the way, we will investigate not only the semantic structure of natural language but also pragmatic factors that affect language use. This is a participation-intensive course. In the process, students will not only learn the basic semantic theory but will also develop skills in observing semantic patterns and analyzing these patterns in order to come to some generalizations on their own. Typically offered every Spring.

115 PHONETICS AND PHONOLOGY HU
B. Lillehaugen
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. Typically offered every Spring.
understanding of linguistic theories and methodologies, and to develop skills in analyzing a non-Indo-European language systematically, while students who have completed at least Second-year Chinese will be exposed to systematic analyses of the language to learn the general patterns. **Prerequisite:** Consent. Typically offered in alternate years.

**365 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD HU (CROSS-LISTED IN SPANISH)**

A.Lopez-Sanchez  
**Prerequisite:** A 200 level course or consent of instructor.

**382 TOPICS IN CHINESE SYNTAX AND SEMANTICS HU**

S.Huang  
An examination of the core issues in the study of Chinese syntax and semantics, such as phrase structure, modification structure, quantification, or event semantics. The aim is to examine a rich array of data as analyzed by specialists and study the inner workings of the language and its theoretical implications. **Prerequisite:** Intro to Syntax and Intro to Semantics. Recommended but not required: Structure of Chinese. Sophomore standing or above. No knowledge of Chinese is required. Advanced Chinese students are welcome to email the instructor to discuss the possibility of taking this course. Typically offered in alternate years.

**LITERATURE COURSES**

**213 INVENTING [THE] ENGLISH HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND ENGLISH)**

M.McInerney  
Typically offered in alternate years.

**DEPARTMENTAL HONORS FOR BI-CO MAJORS**

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 might receive high honors if deemed exceptional in all three areas.

For Bi-Co students who plan to declare either major in the Linguistics Department:

At the college level, students must fill out the major declaration form as required by the Registrar’s Office of your college.

At the departmental level, students must fill out the Major Paper available at the Linguistics Department website (http://www.haverford.edu/linguistics/), scan it and email it to Shizhe Huang (shuang@haverford.edu) AND Dorothy Kunzig (dkunzig1@swarthmore.edu).

Contact Information for Bi-Co students:
Shizhe Huang  
Co-Chair of the Linguistics Department  
shuang@haverford.edu
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 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 each of the disciplines not only to gain proficiency in the other, but also to appreciate the ways in which they are related.

Students enrolling in the Area of Concentration in Mathematical Economics must be majoring in either mathematics or economics. Mathematics majors pursuing the concentration take four economics courses that provide a solid grounding in economic theory, as well as two mathematics electives on topics that have important applications in economics. Economics majors in the concentration take four mathematics courses (all beyond the level of mathematics required for all economics majors), and two economics electives that emphasize mathematical reasoning.

Economics students with a variety of backgrounds and career interests can benefit from completing the Area of Concentration in Mathematical Economics. The mathematics courses required by the concentration 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 students interested in seeking such positions are well-served by the concentration.

The Area of Concentration in Mathematical Economics 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, 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.

**MATHEMATICAL ECONOMICS REPRESENTATIVES AND COORDINATORS**

Associate Professor Richard Ball, Economics Department Representative and Concentration Coordinator
Professor Lynne Butler, Mathematics Department Representative

**MATHEMATICAL ECONOMICS CONCENTRATION REQUIREMENTS**

I. For students majoring in mathematics, the concentration requires six courses:

(A) Three required economics courses:
   (i) ECON 105 or 106 (Introduction to Economics). (Students who, with permission of the economics department, place out of ECON 105/106, must replace ECON 105/106 with an economics elective at the 200-level or above.)
   (ii) ECON 204 (Economic Statistics with Calculus), or an applied statistics course offered by the economics or mathematics department at an equivalent or higher level
   (iii) ECON 300 (Intermediate Microeconomics)

(B) One additional elective in economics at the 200-level or above

(C) Two mathematics electives on topics with significant relevance or applicability to economics. (These courses may be counted toward fulfillment of the mathematics major as well as the mathematical economics area of concentration.)

II. For students majoring in economics, the concentration requires six courses:

(A) Three required mathematics courses:
   (i) MATH 121 (Multivariable Calculus) or MATH 216 (Advanced Calculus)
   (ii) MATH 215 (Linear Algebra)
   (iii) MATH 317 (Analysis I)

(B) One additional elective in mathematics at the 200-level or above
(C) Two economics electives involving significant applications of mathematical methods. (These courses may be counted toward fulfillment of the economics major as well as the mathematical economics area of concentration.

ADDITIONAL REMARKS FOR MATHEMATICAL ECONOMICS

Students should consult with the concentration coordinator or the mathematics department representative about the selection of the electives taken for the concentration (parts (B) and (C) of the requirements above).

The Area of Concentration in Mathematical Economics differs from the minors in mathematics and economics in a specific way: the concentration 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 with 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; and 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.
The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical development; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The department offers several intermediate-level courses in multivariable mathematics designed for both majors and non-majors. These include Mathematics 121 and 215-216, which provide an important foundation for more advanced work in mathematics and other sciences. Mathematics 114 or 115 (or equivalent advanced placement) is sufficient background for any of these courses. A program that includes courses such as Mathematics 113, 114, 203, 210, 215, and Statistics 286 is especially appropriate for majors in the social sciences. Students planning graduate study in economics should consider taking Mathematics 317.

The Department of Mathematics and Statistics houses the major in mathematics, the minor in mathematics, the minor in statistics, and collaborates with other departments in several concentrations (see below). Mathematics majors take a 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 majors are urged to gain facility in the use of computers, either through the introductory courses Computer Science 105, 106, through applied math electives (like Math 210, 218, 222) or 397, or through independent work.

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.

Students interested in pursuing computer science in depth as part of a mathematics major should consider the possibility of a concentration in computer science or in scientific computing (the former being more theoretical, and the latter more applied). Mathematics majors interested in applying their skills to economic problems have the option of pursuing an area of concentration in mathematical economics. Students interested in teaching mathematics can concentrate in educational studies. The requirements for concentrations in computer science, scientific computing, mathematical economics, and educational studies are described under their own headings in this catalog.

Mathematics students (either majors or minors) preparing for a teaching career in mathematics should take one elective in probability and statistics (Stats 203 or Math 218) and one in geometry or topology (Math 205 or 335). Students preparing for employment in industry immediately after college should take electives in statistics (Stats 203, 286, or 328) and mathematical modeling (Math 210 or 222). Students preparing for graduate work in physical chemistry or theoretical physics should take Complex Analysis (Math 392) and Analysis II (Math 318). Minors desiring a deep understanding of an area of pure math should take 300 level courses in that area (Math 318 and 392 for analysis, Math 334 and 390 for algebra, Math 335 and 337 for geometry and topology).

MATHEMATICS AND STATISTICS

FACULTY

Professor Emeritus William C. Davidon
Professor Emeritus Yung-sheng Tai
Professor Lynne Butler
J. McLain King Professor of Mathematics Curtis Greene
William H. and Johanna A. Harris Associate Professor of Mathematics Curtis Greene
Professor of Computational Science Robert Manning
Associate Professor Weiwen Miao
Associate Professor Joshua Sabloff
Assistant Professor Elizabeth Beazley
Senior Lecturer Jeffrey Tecosky-Feldman
Visiting Assistant Professor David Lippel
Visiting Assistant Professor Gabriel Feinberg

MATHEMATICS AND STATISTICS

MAJOR REQUIREMENTS

(1) Mathematics 215, and either Mathematics 121 or Mathematics 216.
(2) Mathematics 317 and 333, and one of Mathematics 318 or 334.
(3) Four additional electives in mathematics or approved related courses at the 200 level or higher. At least one of these must be at the 300 level. Neither Math 299 nor Math 399 nor Math 460 nor Math 480 may be counted toward this requirement.
(4) The senior seminar, Fall and Spring.
(5) A senior paper and oral presentation.
Students planning graduate study in mathematics or related fields are strongly advised to take additional courses at the 300 level.

Equivalent courses in mathematics at Bryn Mawr College may be substituted for any requirement, subject to advisor approval.

**MATHEMATICS AND STATISTICS MINOR REQUIREMENTS**

**MATHEMATICS MINOR REQUIREMENTS**

1. Mathematics 215 and either Mathematics 121 or Mathematics 216.
3. Two additional electives in mathematics at the 200 level or higher.

**STATISTICS MINOR REQUIREMENTS**

2. An introductory mathematics course: Math 215 and either Math 121 or Math 216.
5. One of the following 300-level courses: Statistics 328, Statistics 396, Economics 304, or Sociology 320.

**MATHEMATICS AND STATISTICS REQUIREMENTS FOR HONORS**

Honors are granted to those senior mathematics majors who, by means of their course work, senior paper, and oral presentation, have given evidence of their ability, initiative, and interest in the study of mathematics. High Honors are awarded to the exceptionally able student.

**MATHMATHEMATICS COURSES**

**235 INFORMATION AND CODING THEORY NA (CROSS-LISTED IN COMPUTER SCIENCE)**

S. Lindell
Prerequisite: Math 215 (may be taken concurrently).
Offered occasionally.

**CORE COURSES**

**105 APPLIED MODELING WITH CALCULUS NA/QU**

J. Tuczak Feldman
An introduction to aspects of calculus useful in applied work in the natural and social sciences, with a strong emphasis on developing mathematical modeling skills. Topics include differential calculus of functions of one and several variables, differential equations. Applications to biology, economics, and physics. Does not count toward the major. Typically offered every Spring.

**317 ANALYSIS I NA**

R. Manning
A rigorous development of topics in calculus, including detailed treatment of the axioms of the real number line, cardinality, topology of normed spaces, compactness, and various notions of convergence. This course also serves as a thorough introduction to clear, correct writing of mathematical proofs. Prerequisite: MATH 215 and either MATH 121 or 216, or instructor consent. Corequisite of MATH 299 for students who have not had MATH 216 or math at the 300 level. Typically offered every Fall.

**318 ANALYSIS II NA**

R. Manning, D. Lippel
Prerequisite: MATH 317. Typically offered every Spring.
333 ALGEBRA I NA
C. Greene
A rigorous treatment of fundamental algebraic structures. Topics include: axioms for integers, modular arithmetic, polynomials, rings, fields, and introduction to groups. Prerequisite: Math 215 and either Math 121 or 216, or instructor consent. Corequisite of Math 299 for students who have not had Math 216 or math at the 300 level. Typically offered every Fall.

334 ALGEBRA II NA
D. Lippel
A continuation of Math 333a. Topics include: Sylow’s theorems for groups, finite abelian groups, finite fields, Galois theory, modules, and advanced linear algebra. Prerequisite: MATH 333 or consent. Typically offered every Spring.

399 SENIOR SEMINAR NA
E. Beasley, L. Butler, C. Greene, R. Manning, W. Miao, J. Sahl
Seminar for students writing senior papers, dealing with the oral and written exposition of advanced material. Prerequisite: Open to senior mathematics majors.

MATHEMATICS ELECTIVES

202 INTRODUCTION TO NUMBER THEORY NA
Staff
An introduction to the classical theory of numbers. Topics include: primes and divisibility, congruences, the Chinese Remainder Theorem, quadratic reciprocity, sums of squares, Diophantine equations, continued fractions, approximation by rationals, Pell’s equation. Time permitting, we will discuss arithmetic functions related to the distribution of prime numbers. Emphasis will be placed on learning to generalize from examples to precise conjectures. Prerequisite: MATH 115 or instructor consent. Offered occasionally.

203 STATISTICAL METHODS AND THEIR APPLICATIONS NA/QU (CROSS-LISTED IN STATISTICS)
W. Miao
Prerequisite: MATH 114 or placement at the level of MATH 115 or higher. Typically offered every Fall.

204 DIFFERENTIAL EQUATIONS NA/QU
J. Tecsony-Feldman
Ordinary differential equations: the general theory of first-order equations, linear equations of higher order, qualitative analysis of nonlinear systems, and computational methods. Other topics, such as series solutions or an introduction to partial differential equations and Fourier series, may be included. Elements of linear algebra are developed as needed. Emphasis is on applications, especially on differential equations as mathematical models in the physical, biological and social sciences. Prerequisite: Math 114 or 115, or advanced placement. Offered occasionally.

205 TOPICS IN GEOMETRY NA/QU
J. Tecsony-Feldman
An introduction to several areas in classical and modern geometry: analytic geometry, conic sections, Platonics solids and polyhedra, tessellations of the plane, projective, hyperbolic, and differential geometry. Students will see how symmetry groups serve as a unifying theme in geometry. This course will introduce students to the skill of writing formal mathematical proofs. Prerequisite: MATH 114 or 115 or AP or consent. Typically offered in alternate years.

210 LINEAR OPTIMIZATION AND GAME THEORY NA/QU (CROSS-LISTED IN COMPUTER SCIENCE AND ECONOMICS)
C. Greene
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: Math 215 or 115 and concurrent reg in 215. Typically offered in alternate years.

218 PROBABILITY NA/QU
L. Butler
An introduction to probability theory. Topics include: sample spaces, combinatorics, conditional probability, independence, discrete and continuous random variables, functions of random variables, the expected value and variance, the moment generating function, and some basic limit theorems. Prerequisite: MATH 216 or 121 or consent. Typically offered in alternate years.

221 NUMBER SYSTEMS AND COMPUTER ARITHMETIC NA/QU (CROSS-LISTED IN COMPUTER SCIENCE)
S. Lindell
Prerequisite: Math 231 (Discrete Math) or a 200-level Math course that includes proofs.

222 SCIENTIFIC COMPUTING: CONTINUOUS SYSTEMS NA/QU
R. Manning
A survey of major algorithms in modern scientific computing, with a focus on continuous problems. Topics include root-finding, optimization, Monte Carlo methods, and discretization of differential equations, with applications in the natural and social sciences. Prerequisite: MATH 114 or 115 or equivalent placement. Typically offered in alternate years.
286 APPLIED MULTIVARIATE STATISTICAL ANALYSIS NA/QU
(CROSS-LISTED IN STATISTICS)
W. Miao
Prerequisite: Math 215 and one of the following: Econ 204, Math 203, Psyc 200, or Socl 215. Typically offered in alternate years.

299 BRIDGE TO ADVANCED MATHEMATICS NA
C. Greene
An introduction to deductive reasoning, mathematical proof, and fundamental ideas of higher mathematics. Emphasis will be placed on developing strategies for understanding and constructing proofs. Topics include basic logic, set theory, and relations. This is a quarter-long course; it is taught in the first half of the fall semester. Prerequisite: MATH 121 and MATH 215. Concurrent registration in MATH 317 or MATH 333. Does not count toward the major.

335 TOPOLOGY NA
J. Sabloff
Generalizes topological concepts from Euclidean spaces to arbitrary topological spaces, and introduces elements of algebraic topology. Concepts covered include continuity, connectedness, and compactness. The course culminates in an exploration of the fundamental group and covering spaces. Prerequisite: MATH 317 and 333, or instructor consent. Typically offered yearly in alternation with Bryn Mawr.

337 DIFFERENTIAL GEOMETRY NA
J. Sabloff
Prerequisite: Math 317 or 216 and consent. Typically offered in alternate years.

340 ANALYSIS OF ALGORITHMS NA
(CROSS-LISTED IN COMPUTER SCIENCE)
S. Friedler
Prerequisite: CMSC 106. Typically offered in alternate years.

345 THEORY OF COMPUTATION NA
(CROSS-LISTED IN COMPUTER SCIENCE)
S. Lindell
Prerequisite: CMSC/MATH 231. Students must attend one, 1/2 hr. Lab per wk. Typically offered in alternate year.

390 ADVANCED TOPICS IN ALGEBRA NA
E. Beazley
Prerequisite: MATH 333 or consent. Offered occasionally.

391 ADVANCED TOPICS IN GEOMETRY AND TOPOLOGY NA
Staff
Prerequisite: MATH 317. Offered occasionally.

392 ADVANCED TOPICS IN ANALYSIS NA
Staff
Prerequisite: MATH 317 or consent. Typically offered in alternation with Bryn Mawr.

394 ADVANCED TOPICS IN THEORETICAL COMPUTER SCIENCE & DISCRETE MATHEMATICS NA
(CROSS-LISTED IN COMPUTER SCIENCE)
D. Lippel
Prerequisite: MATH 317 or MATH 333 or consent.

395 ADVANCED TOPICS IN COMBINATORICS NA
C. Greene
Topics to be chosen from enumerative combinatorics, permutations, Young tableaux, representation theory. Student projects will permit a focus on one or more of these areas. Prerequisite: MATH 333 or consent. Offered occasionally.

397 ADVANCED TOPICS IN APPLIED MATHEMATICS NA
R. Manning
Prerequisite: MATH 317 or instructor consent. Offered occasionally.

460 TEACHING ASSISTANTSHIP IN MATHEMATICS NA
Staff
Students work as assistants to a faculty member in an introductory mathematics course for a semester, offering various kinds of classroom support including problem sessions, review, tutoring, and laboratory assistance. Open to junior and senior majors by invitation. May be taken at most twice. Does not count toward the major.

480 INDEPENDENT STUDY NA
Staff
Prerequisite: Instructor consent.

STATISTICS

103 INTRODUCTION TO PROBABILITY AND STATISTICS NA/QU (CROSS-LISTED IN STATISTICS)
G. Feinberg
Prerequisite: Lottery preference to those with Math placement at the level of Math 114 or lower. Typically offered in alternate years.

328 MATHEMATICAL STATISTICS NA/QU (CROSS-LISTED IN STATISTICS)
W. Miao
An introduction to mathematical theory of statistics. Topics include: Estimation, Hypothesis Testing, one-sample inference, two-sample inference, and regression. Additional topics may include: goodness-of-fit tests and analysis of variance. Prerequisite: Math 218. Typically offered in alternate years.
396 Advanced Topics in Probability and Statistics NA (Cross-listed in Statistics)

W. Miao
Prerequisite: MATH 218 or consent. Typically offered in alternate years.

Mathematics Courses at Bryn Mawr

005 Math Workshop
101, 102 Calculus with Analytic Geometry
104 Elements of Probability and Statistics
201 Multivariable Calculus
203 Linear Algebra
206 Transition to Higher Mathematics
210 Differential Equations with Applications
231 Discrete Mathematics
290 Elementary Number Theory
295 Select Topics in Mathematics
301, 302 Introduction to Real Analysis
303, 304 Abstract Algebra
311 Partial Differential Equations
312 Topology I
The concentration in Middle Eastern and Islamic Studies (MEIS) gives students basic knowledge of the Middle East and broader Muslim world, and allows students to employ discipline-specific tools for advanced work in this area. To complete the concentration, students are required to fulfill several requirements. First, they must demonstrate competence above the intermediate level in a language pertinent to their area of research (see section C, below). Second, students must take two courses in which they learn about the Middle East and Islam (see section B, below). Third, 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 (see section C, below). Examples might include anthropological approaches to the study of Islam or Middle East, the art of the Muslim world, Islam in African politics, medieval Persian history, Jihadi movements, the Iranian Revolution, modern Arabic literature, etc. Fourth, students must write a thesis in their major department that addresses Middle Eastern and Islamic Studies and is approved by the Concentration Coordinator (as well as the major advisor).

We strongly encourage students with interests in the Middle East and Islam to meet with the Concentration Coordinator early in their college program (during their first and second years). We also invite students to take advantage of Haverford’s study abroad programs in Egypt, Morocco and other appropriate locations to advance their work in the concentration.

An “Area of Concentration” at Haverford is designed to facilitate a student pursuing an area of study distinct from her major, but which he or she can use the disciplinary tools of the major to pursue. To that end, at least two courses, and no more than three, may fulfill both the student’s major requirements and the concentration requirements. In practical terms, this means that students who want to concentrate in Middle Eastern and Islamic Studies usually major in anthropology, comparative literature, history, political science, religion, or sociology. In some cases, students may find that other majors can be joined with a concentration in MEIS (for example, History of Art and Growth and Structure of Cities at Bryn Mawr are two departments that sometimes have two or three course offerings that could count for Middle Eastern and Islamic Studies). Students who can demonstrate that at least two courses in their major are about Middle Eastern and Islamic Studies can petition the Concentration Coordinator and faculty to approve their major.

In addition to the Haverford Middle Eastern and Islamic Studies proposal, students may choose to concentrate in Middle East Studies at Bryn Mawr, or minor in Islamic Studies at Swarthmore. The Bryn Mawr Middle East Studies concentration has two key differences from the Haverford program: (1) they offer an option to concentrate without language work, and (2) they require study of the pre-Islamic period. The Swarthmore Islamic Studies program differs from the Haverford program in that it is a stand alone minor, rather than a concentration. Only one course in the student’s major can count toward the Islamic Studies minor. Swarthmore’s Islamic Studies minor can include instruction in kathak, a form of classical Indian dance.

MIDDLE EASTERN AND ISLAMIC STUDIES CONCENTRATION REQUIREMENTS

A. Students interested in concentrating in Middle Eastern and Islamic Studies must demonstrate competence above the intermediate level in a language pertinent to their area of research. In cases where a student has selected Arabic as his or her relevant language, this means completion of ARABB004. If a student is doing research for which another language is more appropriate, he or she may need to study at the University of Pennsylvania (Pashtu, Persian, Turkish and Swahili) or Bryn Mawr (Hebrew), or take other Haverford language classes (e.g., Chinese, French). Some study abroad programs are also suitable for gaining language competence. Students should consult with the Concentration Coordinator about the course of language study to fill this requirement.

B. Students must complete two of the courses listed below, in two of the three departments listed below. By completing this core requirement, students gain broad exposure to the history and politics of the Middle East, and to Islam as a major world religion and social and political force that began in, and continues to be affected by, the Middle East. The core course options are:

1. History:
   - HIST 117 (Modern Mediterranean History)
   - HIST 266 (Sex and Gender in the Early Modern Islamic World)
   - HIST 270 (From Empire to Nation: The Ottoman World Transformed)

2. Political Science:
   - POLS 256 (The Evolution of Jihadi Movement)
   - POLS 357 (Conflict in the Middle East)
3. Religion:
   RELG 108 (Vocabularies of Islam)
   RELG 218 (The Divine Guide: An Introduction to Shi’ism)
   RELG 248 (The Qur’an)

   Students must choose from two of the three listed departments, e.g., History and Political Science, History and Religion, Political Science and Religion. Students should consult the Concentration Coordinator to ensure they fill this requirement.

C. Students must take four elective courses in Middle Eastern and Islamic Studies selected from the following Haverford departments: Anthropology; ICPR/Art History; History; Peace Justice and Human Rights; Political Science; Religion; Sociology; or Spanish/Comparative Literature. A minimum of one course must be at the 300 level (or the equivalent). Courses at Haverford that fulfill the elective requirement in MEIS include:

1. Anthropology:
   ANTH 241 (Anthropology of the Mediterranean)
   ANTH 259 (Ethnographies of Islam)
   ANTH 361 (Advanced Topics in Ethnographic Area Studies: Middle Eastern Nationalisms)

2. ICPR/Art History
   ICPR 204/PEAC 204 (Picturing War: Goya to Abu Ghraib)
   ICPR 237 (Art and Cultural Identity)

3. History
   HIST 117 (Modern Mediterranean History)
   HIST 266 (Sex and Gender in the Early Modern Islamic World)
   HIST 270 (From Empire to Nation: The Ottoman World Transformed)

4. Peace, Justice, and Human Rights
   PEAC 304 (Cosmopolitanism and Toleration in Enlightenment Europe)

5. Political Science
   POLS 151 (International Politics)
   POLS 253 (Introduction to Terrorism Studies)
   POLS 256 (The Evolution of the Jihadi Movement)
   POLS 333 (International Security)
   POLS 345 (Islam, Democracy and Development)
   POLS 357 (Conflict in the Middle East)
   POLS 358 (The War on Terrorism)

6. Religion
   RELG 108 (Vocabularies of Islam)
   RELG 118 (Hebrew Bible: Literary Text and Historical Context)
   RELG 203 (The Hebrew Bible and Its Interpretations)
   RELG 212 (Jerusalem: City, History and Representation)
   RELG 218 (The Divine Guide: An Introduction of Shi’ism)
   RELG 248 (The Qur’an)
   RELG 306 (Of Monsters and Marvels: Wonder in Islamic Traditions)
   RELG 307 (Imaging Islam: Icon, Object, and Image)
   RELG 308 (Mystical Literatures of Islam)

7. Sociology
   SOCL 207 (Internal Disorder: Deviance and Revolution)
   SOCL 233 (Topics in Sociology: Islamic Modernism)
   SOCL 237 (Topics in Historical Sociology)
   SOCL 298 (Law and Sociology)

8. Spanish/Comparative Literature
   SPAN 266 (Iberian Orientalism and the Nation)
   SPAN 340 (The Moor in Spanish Literature)

To fulfill their elective credit, students may select from a list of designated electives at Bryn Mawr and Swarthmore (see below), or request approval from the Concentration Coordinator to take other appropriate courses at Bryn Mawr, Swarthmore or the University of Pennsylvania’s Near Eastern Languages and Civilizations Program. Students may also petition the Concentration Coordinator and MEIS faculty for approval of a course that is not on the electives list but which the student feels provides important content for his or her specific research topic.

D. Students must write a thesis in their major department (Anthropology, History, Political Science, Religion or Sociology) that addresses Middle Eastern and Islamic Studies. The Concentration Coordinator must approve this thesis topic in advance to count for the MEIS concentration. To request approval, students should submit a brief (one page) thesis proposal to the Concentration Coordinator, Barak Mendelsohn and arrange a meeting him to discuss the proposal.

**MIDDLE EASTERN AND ISLAMIC STUDIES CONCENTRATION COORDINATOR AND FACULTY**

The Concentration Coordinator serves as the primary faculty resource for all students interested in
Middle Eastern and Islamic Studies. Barak Mendelsohn is the advisor for all students who choose to concentrate in MEIS. He meets with all students who have questions about the concentration, curriculum, study abroad related to the Middle East and/or Islam, language work, research internships, summer programs and other student opportunities related to this area. The coordinator organizes meetings of MEIS faculty, is the point person for events that publicize and advance the mission of the concentration (such as lectures, workshops, symposia, film screenings and artistic residencies) and ensures that student concentrators select thesis topics that are appropriate. The concentration coordinator informs himself about study abroad programs that are useful for MEIS concentrators and works with the Dean of Global Affairs to help students select programs and ensure that the College maintains sufficient study abroad opportunities to support the concentration. The concentration coordinator maintains the MEIS website.

MEIS faculty introduce students to the concentration. When appropriate, MEIS faculty will talk about the concentration in their classes and about events that support the concentration. MEIS faculty consult with the Barak Mendelsohn about the program, including curriculum, expansion positions, summer opportunities for students, language study and pertinent programs at other area institutions that support the concentration.

**MIDDLE EASTERN AND ISLAMIC STUDIES COURSES**

**Fall**

ANTH 316 Gender & Sexuality in the Middle East
Zainab Saleh

ICPR 204 Picturing War: Goya to Abu Ghraib
Carol Solomon

POLS 253 Introduction to Terrorism Studies
Barak Mendelsohn

POLS 357 International Relations Theory: Conflict and the Middle East
Barak Mendelsohn

RELG 108 Vocabularies of Islam
Jamel Velji

RELG 303 Seminar B: Religion and Translation
Travis Zadeh

**Spring**

HIST 117 Modern Mediterranean History
Alexander Kitroeff

POLS 151 International Politics
Barak Mendelsohn

**MEIS-Approved Elective Courses at Swarthmore:**

RELG 212 Jerusalem: City, History and Representation
Naomi Koltan-Fromm

RELG 218 The Divine Guide: an Introduction to Shi’ism
Travis Zadeh

RELG 306 Of Monsters and Marvels: Wonder in Islamic Traditions
Travis Zadeh

**MEIS-Approved Elective Courses at Bryn Mawr:**

ANTH 261 Palestine and Israeli Society

ANTH 275 Cultures and Societies of the Middle East

ANTH 276 Islam in Europe

ANTH 382 Religious Fundamentalism in the Global Era

CITY 248 Modern Middle East Cities

GNST 158 Themes in Middle Eastern Society

HART 212 Medieval Architecture: Islamic Cities

HEBR 110 Israeli Cinema

HEBR 283 Introduction to the Politics of the Modern Middle East and North Africa

HIST 283 Introduction to the Politics of the Modern Middle East and North Africa

HIST 288 The Political Economy of the Middle East and North Africa

POLS 282 The Exotic Other: Gender and Sexuality in the Middle East

POLS 383 Two Hundred Years of Islamic Reform, Radicalism and Revolution
MUSIC

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The composition/theory program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and ensembles formed within the context of Haverford’s chamber music program. Students can receive academic credit for participating in these ensembles (Music 102, 214, 215, 216, and 219). They can also receive credit for Private Study (Music 208, 209, 210) in voice or their chosen instrument.

MUSIC FACULTY
Ruth Marshall Magill Professor Curt Cacioppo, Chair
John C. Whitehead Professor Richard Freedman
Professor Ingrid Arauco
Associate Professor Heidi Jacob, Director of the Haverford-Bryn Mawr Orchestral Program (on leave semester II)
Associate Professor Thomas Lloyd, Director of the Haverford-Bryn Mawr Choral Program
Visiting Assistant Professor Leonardo Dugan
Visiting Instructor Christine Cacioppo

FACILITIES, GUESTS, AND FUNDS

Music Building
The Department’s activities are carried out at two locations on Haverford’s campus. Our principal space, Union Music Building, houses offices for faculty and staff, two main classrooms, and the intimate MacCrate Recital Hall, the Music Library and listening room, a choral and orchestral library, and areas for storage of instruments and equipment. The classrooms are outfitted with high-end playback equipment, overhead and video capability, and are digitally equipped for laptop projection and internet access. The Department also manages and utilizes Marshall Auditoryum of Roberts Hall, which stands adjacent. Marshall is a location for rehearsals and concerts, especially those involving larger ensembles and audiences. There are additional practice rooms and teaching spaces in the basement of Marshall. The stage is outfitted with both flexible and fixed lighting arrays, adaptable to a variety of performance activities large and small.

Pianos/keyboard instruments
Haverford’s Music Department possesses 25 pianos. 11 of these are grands from the golden age of piano manufacturing with names like Steinway, Bechstein and Mason and Hamlin, all of which will have been restored to original condition by the end of 2013. Chief among them is the 9 and ½ foot, 97 key Bosendorfer Imperial concert grand Model 290, from Vienna. Three of our grands – the Bosendorfer, and two Steinways used for piano lessons – are equipped with the SALA adjustable lever action developed by David Stanwood. This unique feature allows both the student and the concert artist to set the touch and feel of the keyboard to his or her personal preference. A complement of 9 studio uprights and 4 digital pianos completes the list. Other keyboard instruments in the Department’s collection include a Schlicker two-manual Baroque style organ, a Shortridge-Jacquet two-manual harpsichord, and a five-octave Zuckerman clavicord. Additional upright and digital pianos can be found elsewhere on campus in the GIAC, Dining Center, and Campus Center.

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

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

There are 20,000 items (including scores, chamber music, CDs, DVDs, audio and video tapes and LPs) in the collection, plus an additional 11,700 items
Guest Musicians

The Music Department Concert Artists Series presents world-class performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among soloists and ensembles recently featured have been pianist Peter Serkin, the Orion String Quartet, Tempesta di Mare, soprano Julianne Baird, and the choral ensemble CANTUS.

The Music and Conversation series additionally gives students an opportunity to see and speak with high level artists in an up close and personal setting. Appearing on this series have been percussionist Anthony Orlando of the Philadelphia Orchestra, violinist Eugene Drucker of the Emerson Quartet, composer Ada Gentile from Rome, Italy, and shakuhachi flutist James Nyoraku Schlefer.

The Department’s partnership with Network for New Music, Philadelphia’s distinguished contemporary performance ensemble affords students numerous opportunities to further their acquaintance with and enhance their knowledge of the musical art of our time. Network players visit our composition and theory classes each semester, and frequently premiere the composition theses of graduating senior majors.

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 sponsored visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

Student Funding

The Department has been closely involved with the Hurford Center for the Arts and Humanities (HCAH). Productions, residencies and seminars of many types have been undertaken in cooperation with the Center and other participating departments. Students have particular access to the Center’s Student Arts Fund, and concerts and recordings of student compositions have been sponsored by the Center’s Lutton Fund. Students are encouraged to explore summer internships through the Center with organizations like the Philadelphia Orchestra.

The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the glee club and orchestra at Haverford from 1947 to 1975. The fund supports applied music lessons for students enrolled in the department’s private study program.

The John H. Davison ’51 Fund for Student Composers supports new works by student composers. This fund recognizes John’s 40 years of teaching and musical creativity at Haverford.

The Orpheus Prize is awarded to students who have demonstrated exceptional achievement in the practice of tonal harmony.

MUSIC MAJOR REQUIREMENTS

1) Composition and theory: MUSC 203, 204, 303.

2) Musicology: three courses, as follows: MUSC 222, 225, 307, plus any two of the following: MUSC 220, 221, 222, 223, 224, and either 225 or 325.

3) Two electives in music, chosen from: MUSC 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 254, 265, 266, 304, and 325.

4) Performance: Music 208, 209, or 210 instrumental or vocal private study for at least one year; participation in a department-sponsored performance group is required for at least a year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.

5) An additional full credit course equivalent is required of music majors in their senior year. Students may fulfill the senior experience in music through an independent study project (usually a composition, performance, or research paper pursued in the context of MUSC 480) or through a regular advanced course enhanced to include an independent study component. The format of the senior experience is determined prior to the beginning of the student’s senior year, after consultation with the department.
6) Majors are expected to attend the majority of department-sponsored concerts, lectures and colloquia.

**MUSIC MINOR REQUIREMENTS**

1) Composition and Theory: MUSC 203 and 204

2) Musicology: 229, plus any one of 220, 221, 222, 223, 224, and either 225 or 325.

3) One elective chosen from the following: MUSC 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 254, 265, 266, 303, 304 and 325.

4) MUSC 208, 209, 210 instrumental or vocal private study or department ensemble participation for one year. We urge continuing ensemble participation and instrumental or vocal private study.

5) Minors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students seeking substitutions for Haverford courses in fulfillment of the major or minor in music must have them approved in advance by the music department.

**MUSIC REQUIREMENTS FOR HONORS**

Criteria for Departmental Honors:

a. minimum GPA in music courses of 3.7, AND
b. grade on senior project of 4.0

Criteria for Departmental High Honors:

a. outstanding, standard-setting contribution to the department in the context of courses and/or ensembles, AND
b. 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).

**MUSIC COURSES**

319 Intermedial Transformations: Musico-Acoustic Imaginations in Literature and Film HU

(U. Schoenherr)

Prerequisite: One 200-level course in the humanities.

**COMPOSITION AND THEORY COURSES**

110 Musicianship and Literature HU

I. Arauco

Intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing and keyboard harmony. Discussion of musical forms and techniques of melody writing and harmonization; short projects in composition.

203 Tonal Harmony I HU

C. Cacioppo

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Emphasis is on composing melodies, constructing phrases, and harmonizing in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: MUSC 110 or the instructor's consent.

204 Tonal Harmony II HU

I. Arauco

This continuation of MUSC 203 introduces chromatic harmony and focuses on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. It includes three class hours plus a laboratory period covering related aural and keyboard harmony skills. Prerequisite: MUSC 203.

265 Symphonic Technique and Tradition HU

I. Arauco

In this course, we familiarize 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. This class includes short exercises in scoring for orchestra; the final project is a presentation on a major orchestral work of your choice. Prerequisite: MUSC 203.

266 Composition HU

I. Arauco

This is an introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. This includes scoring for various instruments and ensembles as well as experimentation with harmony, form, notation and text setting. There are weekly performance of student pieces and an end-of-semester recital. Prerequisite: MUSC 204 or the instructor’s consent.

303 Advanced Tonal Harmony HU

I. Arauco

This course includes the study of late 19th century harmonic practice in selected works of Liszt, Wagner, Brahms, Faure, Wolf, Debussy, and Mahler. There is an exploration of chromatic harmony through analysis and short exercises; a final composition project
consists of either art song or piano piece such as nocturne or intermezzo. A musicianship lab covers related aural and keyboard harmony skills. Prerequisite: MUSC 204.

304 Counterpoint HU
C. Cacioppo
This course explores 18th century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Composition of two-part contrapuntal dance forms and inventions, canons with free voice, fugal writing in three and four parts, chorale prelude, quodlibet. Three class hours plus laboratory period focusing on species writing the first half of the semester, 20th century styles the second half. Prerequisite: MUSC 204.

325 Seminar in 20th Century Theory and Practice HU
J. Arauco
This course surveys classic and contemporary 20th-century composers, works and trends, with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: MUSC 303a or 224.

PERFORMANCE COURSES

102 Chorale HU
T. Lloyd
Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance is by audition. Students can start Chorale at the beginning of any semester. Prerequisite: Departmental audition and the instructor’s consent.

107 Introductory Piano HU
Christine Cacioppo
This is an introduction to music and the art of playing the piano. The course consists of a weekly hour-long session on Tuesday evenings (lecture, directed listening or playing workshop) plus an individual lesson of 20 minutes at an arranged time. Students are expected to practice an hour each day, six days a week, and to keep a listening/journal, which consists of personal responses to the music, as well as a page of research on a topic related to each listening assignment. The final exam is a performance of two or more short works on the class recital at the end of the term. Enrollment limited to 16 students, with five spaces reserved for majors/minors.

207 Topics in Piano: The Italian Keyboard Tradition (Cross-listed in BMC Italian Studies) HU
C. Cacioppo
For intermediate and advanced pianists, combines private lessons, performance, and research. Works by Scarlatti, Clementi, Busoni, Malipiero, exploration of late Medieval repertoire (Francesco Landini) and contemporary styles (Carlo Alessandro Landini); attention to women composers (Ada Gentile, Beatrice Campodonico); literary influences (e.g. M. Baratello’s depictions of Dante’s Inferno). Prerequisite: Audition and consent of instructor.

208 Private Study: Instrumental HU
H. Jacob, Staff
All students enrolled in the private study program should participate in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their private lessons, but may apply for private study subsidies at the beginning of each semester’s study through the department. Prerequisite: Departmental audition and the supervisor’s consent.

209 Private Study: Voice HU
T. Lloyd
This includes 10 hour-long voice lessons with approved teachers for half credit, graded. There is a jury exam at the end of the semester. Students must participate in Chorale or Chamber Singers during the same semester to be eligible for credit or partial subsidy for cost of lessons, which is not covered by tuition. Prerequisite: Departmental audition and the supervisor’s consent.

210 Private Study: Keyboard HU
C. Cacioppo
Minimum of 10 one-hour lessons with assigned teaching affiliate, ½ credit, numerically graded. Additional concert attendance/review requirement, Perform for faculty jury at end of semester. Students assume cost of lessons, but may apply for partial subsidy at time of audition. Prerequisite: Departmental audition and consent of supervisor. Prerequisite: Departmental audition and the supervisor’s consent.

214 Chamber Singers HU
T. Lloyd
Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire, from the Renaissance to the present day, in original languages. Attendance is required at three 80-minute rehearsals weekly. Prerequisite: Departmental audition and the instructor’s consent.

215 Chamber Music HU
H. Jacob, Staff
This is an intensive rehearsal of works for small instrumental groups, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisite: Departmental audition and the instructor’s consent.
216 Orchestra HU
H. Jacob, Staff
For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester. Prerequisite: Departmental audition and the instructor’s consent.

219 Art Song HU
T. Lloyd
This is a performance course devoted to the French, German, English and American art song literature from Schubert to the present. Weekly performance classes are accompanied by weekly individual coachings with the instructor, culminating in a public recital at the end of the semester. Prerequisite: Departmental audition and the instructor’s consent.

MUSICOCOLOGY COURSES

103 Rudiments of Music HU
L. Dugan
A half-credit course designed to develop proficiency in reading treble and bass clefs, recognizing intervals, scales, modes and chords, understanding rhythm and meter, basic progressions and cadence patterns, tempo and dynamic indications, articulation and expression markings. Practical skills of singing at sight, notating accurately what is heard, and gaining basic keyboard familiarity will be emphasized.

111 Introduction to Western Music HU
R. Freedman
This is a survey of the European musical tradition from the middle ages to modern times. Students hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky and 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, singing, and reading, students attend concerts and prepare written assignments.

220 Saints and Sinners. Musical Europe before 1400 HU
R. Freedman
The course explores music and its cultural uses in Medieval Europe. We study the main genres and forms of sacred and secular contexts, from monasteries, convents and cathedrals, to courts and cities. We trace the changing character of music itself, from plainsong to polyphonic and from troubadour tunes to a song of the 14th century, in works by figures like Hildegard, Leonin, Machaut, Landini, and Viyra. We study transformations in musical notation, theoretical underpinnings of musical time and counterpoint, and the status of music itself in the divine cosmos. We also pause to put all of this in the context of current scholarship and historical performance practice. Prerequisite: Any full-credit course in Music (such as MUSC 110, 111, 229 or 203), or equivalent prior experience in musical study.

221 Music, Ritual, and Representation. 1400-1600 HU
R. Freedman
This course covers music of the 12th through the 16th century, emphasizing changing approaches to composition, notation and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez and Orlando di Lasso, among many others. Classroom assignments consider basic problems raised by the study of early music: questions of style and structure, debates about performance practice and issues of cultural history. The course involves extensive reading and listening culminating in individual research or performance projects. Prerequisite: MUSC 110 or 111, or the instructor’s consent.

222 Composers, Players, and Listeners in the 17th and 18th Centuries HU
R. Freedman
This course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers and audiences in an international context of patronage and publishing. Composers range from Monteverdi, Schutz and Lully to Rameau, Bach and Handel. Prerequisite: MUSC 110 or 111 or the instructor’s consent.

223 Between Galant and Learned: Musical Life and the Enlightenment HU
R. Freedman
This course ranges from the conservatories of Naples to opera houses of Vienna and Paris. We examine music by Pergolesi, Gluck, Haydn, Mozart, the young Beethoven and many others; debates on music and language; the craft of composition; private patrons and public music; and music and social change. Prerequisite: MUSC 110 or 111, or the instructor’s consent.

224 Music, Myth, and Meaning in the 19th Century HU
R. Freedman
An exploration of songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler and Brahms in the rich landscape of literary Romanticism and nationalism; we also review philosophies of music and music history. Prerequisite: MUSC 110 or 111, or the instructor’s consent.

225 Novelty and Renewal in 20th-Century Music HU
R. Freedman
This is an exploration of how composers, musicians, and listeners have behaved (and have misbehaved) during the last 100 years. We consider works by Debussy, Schoenberg, Berg, Stravinsky, Bartok, Hindemith, Weill, Prokofiev, Shostakovich, Rochberg, Glass, and many others, through priorities of modernist aesthetics and the changing place of music in society. Central themes include the search
for order and control; music and the state; music, film and electronic technologies; and new roles for composers, performers, and listeners. Prerequisite: Any full-credit course in Music (such as MUSC 110, 111, 229 or 203), or the equivalent prior experience in musical study.

229 Thinking about Music: Ideas, History, and Musicology HU
R. Freedman
This class presents core concepts and perspectives for the serious study of music. Students explore music, meaning and musico-cultural 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 focal points. In each unit we also read current musico-cultural work in an attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. Prerequisite: MUSC 110, 203, or the equivalent prior knowledge of music.

246 Words and Music: Wagner’s Ring and the Modern World HU
R. Freedman

250 Words and Music HU
R. Freedman/C. Cacioppo
Prerequisite: One 100-level course in music or the instructor’s consent.

251 Music, Film, and Narrative HU (Cross-listed in Comparative Literature)
R. Freedman
This is an introduction to music and film, with special attention to works from the 1930s through the 1950s by composers such as Auric, Copland, Eisler, Hermann, Korngold, Prokofiev, Shostakovich, Steiner, Tiomkin and Waxman. We make a close study of orchestration, harmony and thematic process as they contribute to cinematic narrative and form. Source readings include artistic positions staked out by film composers themselves, as well as critical and scholarly essays by leading writers on the narrative possibilities of film music. Prerequisite: MUSC 203 or the equivalent knowledge of music theory.

257 Sociology of the Arts SO (Cross-listed in Sociology)
E. McCormick
Typically offered in alternate years.

480 Independent Study HU
I. Arauco/C. Cacioppo/R. Freedman/H. Jacob/T. Lloyd/Staff
Prerequisite: Departmental approval and the instructor’s consent.

**DIVERSE TRADITIONS COURSES**

149 Native American Music and Belief HU
C. Cacioppo
Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary American Indian musical crossovers and the aesthetic of multiculturalism; explores music as a means of protest, projection of group identity, and social solidarity. Special focus on Navajo traditions and the diné bahane’. Emphasizes class participation in singing traditional and modern Native American songs. May be counted as music major/minor elective with advance, departmental approval.

227 Jazz and the Politics of Culture HU (Cross-listed in African and Africana Studies)
R. Freedman
This is a study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply felt views about society and culture. Enrollment is limited to 35 students. Open to students with sophomore standing or higher above.
The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines, including medicine, biology, psychology, philosophy and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines as well as emerging fields such as computation and cognitive science to yield new insights into the workings of the nervous system and behavior. 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 the faculty coordinator or any member of the advisory committee in order to declare the minor.

NEURAL AND BEHAVIORAL SCIENCE

NEURAL AND BEHAVIORAL SCIENCE FACULTY

NEUROSCIENCE FACULTY COORDINATOR
Professor of Psychology at Haverford Rebecca Compton

ADVISORY COMMITTEE

AT Bryn Mawr College:
Professor of Biology Peter D. Brodfuehrer
Professor of Biology Karen F. Greif
Professor of Psychology Leslie Rescorla
Professor of Psychology Anjali Thapar
Professor of Psychology Earl Thomas

NEURAL AND BEHAVIORAL SCIENCE CONCENTRATION REQUIREMENTS

1. HC Psych 217 (Biological Psychology) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
2. Five credits from the following lists, with these constraints:
   a. The five credits must sample from three different disciplines.
   b. At least three of the five credits must be from List A (neuroscience courses).
   c. At least one of the credits must be at the 300-level or higher.
   d. One of the five credits may come from supervised senior research in neuroscience.
   e. No more than two of the six minor credits may count towards the student’s major.

NEUROSCIENCE COURSES

List A (Neuroscience Courses)

BIOL B244 Behavioral Endocrinology
BIOL B304 Cell and Molecular Neurobiology
BIOL B321 Neuroethology
BIOL B322 From Channels to Behavior
BIOL B364 Developmental Neurobiology
BIOL B401 Supervised Research in Neural & Behavioral Sciences
BIOL H309 Molecular Neurobiology*
BIOL H330 Laboratory in Neural and Behavioral Science*
BIOL H350 Pattern Formation in the Nervous System*
BIOL H357 Topics in Protein Science*
BIOL H403 Senior Research Tutorial in Protein Folding and Design
BIOL H409 Senior Research Tutorial in Molecular Neurobiology
PSYC B323 Advanced Topics in Cognitive Neuroscience
PSYC B395 Psychopharmacology
PSYC B401 Supervised Research in Neural and Behavioral Sciences
PSYC H240 Psychology of Pain and Pain Inhibition
PSYC H260 Cognitive Neuroscience
PSYC H340 Laboratory in Psychology of Pain*
PSYC H360 Laboratory in Cognitive Neuroscience*
PSYC H370 Neuroscience of Mental Illness
PSYC H394 Senior Research Tutorial in Biological Psychology
PSYC H395 Senior Research Tutorial in Cognitive Neuroscience
List B (Allied Disciplines)
BIOL B250 Computational Models in the Sciences
BIOL H302 Cell Architecture*
BIOL H306 Inter and Intra Cellular Communication*
BIOL H312 Development and Evolution*
CMSC B250 Computational Models in the Sciences
CMSC B325 Computational Linguistics
CMSC B361 Emergence
CMSC B361 Cognitive Science
CMSC B372 Introduction to Artificial Intelligence
CMSC B376 Developmental Robotics
LING H113 Introduction to Syntax
LING H115 Phonetics and Phonology
LING H114 Introduction to Semantics
PHIL B244 Philosophy and Cognitive Science
PHIL B319 Philosophy of Mind
PHIL H102 Rational Animals
PHIL H106 Philosophy of Consciousness
PHIL H110 Mind and World
PHIL H112 Mind, Myth, and Memory
PHIL H251 Philosophy of Mind
PHIL H351 Topics in Philosophy of Mind
PSYC B201 Learning Theory and Behavior
PSYC B209 Abnormal Psychology
PSYC B212 Human Cognition
PSYC B350 Developmental Cognitive Disorders
PSYC B351 Developmental Psychopathology
PSYC H213 Memory and Cognition
PSYC H220 Psychology of Time
PSYC H238 Psychology of Language

*denotes half-credit course
PEACE, JUSTICE, AND HUMAN RIGHTS

The interdisciplinary concentration in Peace, Justice, and Human Rights offers students in any major the opportunity to study the history, philosophy and critiques of the rights tradition, examine themes of human rights and justice in their local and international contexts, and apply philosophical, social scientific and ethical reasoning to real-world problems. Three core courses are combined with three elective courses focused on a particular theoretical problem, geographical region, or comparative study. Students will also learn to communicate about their studies across disciplinary boundaries, and will be encouraged to develop creative new perspectives on entrenched problems.

The concentration is open to students in any major who wish to focus on topics such as:

- human rights and critical rights discourse (universalism, localism, relativism, formal equality, group and special rights categories, individual and state responsibility, critiques of the rights tradition);
- recovery from conflict and mass violence (reconciliation, restorative justice, reparations, truth commissions, cultural renewal, legal mechanisms);
- war, conflict, peace-keeping and peace-making (weapons, conflict resolution, just war, sustainable peace);
- globalization and global governance (sovereignty, trade and capital, global justice, international economic institutions, technology, the media, immigration);
- politics of life (medicine/health, environment);
- space and the built environment (links between rights, social justice and the building of urban spaces, policing urban areas, urban poor);
- technology and politics (technology and media, weaponry).

The above fields are not intended as tracks or limitations. The list of topics will be as long as the creativity of students and faculty will allow.

PEACE, JUSTICE, AND HUMAN RIGHTS COORDINATOR

Concentration Director, Jill Stauffer

PEACE, JUSTICE, AND HUMAN RIGHTS CONCENTRATION REQUIREMENTS

CORE COURSES

Students meet with the director in the spring of their sophomore year to work out a plan for the concentration. All concentrators are required to take three core courses: PEAC 101 Introduction to PJHR; PEAC 201 Applied Ethics of PJHR; and PEAC 395 Capstone Seminar in PJHR. Alternate courses may on occasion fulfill a core requirement.

ELECTIVES

Students are also required to take three additional elective courses for the concentration. There is no set list of courses which “count” as electives; instead, students will be asked to design a thoughtful focus for their work, and will 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 also does not have to have “peace” or “justice” in its title or content to count toward the concentration. The aim is to articulate a focus that helps each student pursue her or his interests in PJHR.

Concentrations are meant to overlap with students’ majors: ideally two courses will overlap with the major, though degree of overlap may vary. Each student will work out a plan of study appropriate to his or her focus with the concentration director.

INTERNSHIP OR RESEARCH EXPERIENCE

Students will also be encouraged to undertake an internship, research project, or other form of field learning as part of their concentration. This will help students face the challenges of integrating data and theory into original analyses.

PEACE, JUSTICE, AND HUMAN RIGHTS COURSES

PEAC H101 Intro to Peace, Justice, and Human rights
PEAC H201 Applied Ethics of Peace, Justice, and Human Rights
PEAC H202 Forgiveness, Mourning, and Mercy in Law and Politics
PEAC H300 Advanced Topics in Peace, Justice, and Human Rights (Humanities Seminar)
PEAC H301 Advanced Inquiry in Peace, Justice, and Human Rights (Social Science Seminar)
PEAC H302 Topics in Philosophy of Law
PEAC H395 Capstone Course in Peace, Justice, and Human Rights

OTHER COURSES
This is a partial listing of courses that may count towards the concentration. Contact the concentration’s Director, Jill Stauffer, for further course recommendations or to suggest courses to add to this list.

ANTHROPOLOGY
ANTH B206 Conflict and Conflict Management: A cross-cultural approach
ANTH H249 Colonialism, Law and Human Rights in Africa
ANTH H252 State and Development in South Asia
ANTH H261 Memory, History, Autobiography
ANTH H263 Architecture and Space
ANTH H315 Human Rights, Gender and Knowledge
ANTH H350 Social and Cultural Theory

COMPARATIVE LITERATURE
COML B211 Primo Levi, Holocaust and Aftermath
COML H322 Politics of Memory in Latin America

BIOLOGY
BIOL H301 Genetic Analysis
BIOL H308 Immunology

CHEMISTRY
CHEM H 261 Environmental Chemistry

ECONOMICS
ECON H 100 The Economics of Public Policy
ECON H 220 Economics of Immigration
ECON H 224 Women and the Labor Market

ENGLISH
ENGL H211 Intro to Postcolonial Literature
ENGL H343 Transatlantic Exchanges

FRENCH
FREN H312 Le Genocide Rwandais

HISTORY
HIST H209 Modern Latin America
HIST H227 Statecraft and Selfhood in Early Modern Europe
HIST H240 History and Principles of Quakerism
HIST B287 Immigration in the U.S.
HIST H310 Political Technologies of Race and Body
HIST B325 Topics in Social History: Radical Movements
HIST H347 War and Warriors in Chinese History

INDEPENDENT COLLEGE PROGRAMS
ICPR H221 Epidemiology and Global Health
ICPR H281 Violence and Public Health
ICPR H301 Human Rights: Development and International Activism
ICPR H302 Bodies of Injustice
ICPR H310 Restorative Justice

PHILOSOPHY
PHIL B225 Global Ethical Issues
PHIL H257 Critical Approaches to Ethical Theory
PHIL H302 Topics in Philosophy of Law
PHIL B344 Development Ethics

POLITICAL SCIENCE
POLS H151 International Politics
POLS H161 Politics of Globalization
POLS H171 Democratic Authority
POLS H232 Peace Building
POLS H235 African Politics
POLS H242 Women in War and Peace
POLS H252 Human Rights and Global Politics
POLS H266 Sovereignty
POLS B283 Modern Middle East and North Africa
POLS H345 Islam, Democracy and Development
POLS H229 Latino Politics in the U.S. (Cross-listed in Peace, Justice & Human Rights)
POLS H334 Politics of Violence (Cross-listed in Peace, Justice & Human Rights)
POLS H370 Topics in Political Theory (Cross-listed in Peace, Justice & Human Rights)

RELIGION
RELG H264 Religion and Violence
RELG H266 Religion, Nonviolence and the Meaning of Peace

SOCIOLOGY
SOCL B205 Social Inequality
SOCL H235 Class, Race, and Education
SOCL B354 Comparative Social Movements

PEACE, JUSTICE, AND HUMAN RIGHTS COURSES

101 INTRO TO PEACE, JUSTICE, AND HUMAN RIGHTS SO)
J. Stauffer
Introduction to the study of peace, justice, and human rights, surveying philosophies of rights and justice; approaches to (and reasons for) peace, war, and nonviolence; clashes between human rights and conflict resolution; why study of human rights is necessarily interdisciplinary. Prerequisite: Lottery Pref to PJHR Conc then Frosh, Sophs.

201 APPLIED ETHICS OF PEACE, JUSTICE, AND HUMAN RIGHTS HU)
J. Stauffer
This course surveys major legal and ethical theories with a view to helping students understand arguments about peace, justice, and human rights and formulate their own creative approaches to ethical problems.
Theories will be applied to concrete problems of justice.

202 FORGIVENESS, MOURNING, AND MERCY IN LAW AND POLITICS HU (CROSS-LISTED IN PHILOSOPHY)
J.Stauffer
Examines the possibilities and limits of forgiveness, apology, mourning, and mercy in human relationships, political and personal, to subject our ideas and presuppositions about what justice and forgiveness are, and what they can and cannot do, to a critical reappraisal. Prerequisite: One 100-level philosophy course or PEAC 101 or PEAC 201, or consent. Typically offered in alternate years.

229 LATINO POLITICS IN THE U.S. (A,T) SO (CROSS-LISTED IN POLITICAL SCIENCE AND GENDER AND SEXUALITY STUDIES AND LATIN AMERICAN AND IBERIAN STUDIES)
C.Beltran
Political thought and practice of Latinos and Latinas in the U.S.; ways in which ethnicity, gender, sexuality, and class affect the quest for economic and political empowerment. Prerequisite: One Political Science course or consent.

249 COLONIALISM, LAW, HUMAN RIGHTS IN AFRICA SO (CROSS-LISTED IN ANTHROPOLOGY AND AFRICAN AND AFRICANA STUDIES)
J.Shipley
This course examines the colonial legacies of contemporary discourses of human rights and development as they are relevant in contemporary global politics. By taking an historical approach to the idea of rights we will make connections between sovereignty, the rule of law, and the rights of citizenship. We will use a critical eye to explore the conditions of possibility that allow states, development organizations, donor agencies, and individuals to unwittingly reproduce centuries old tropes of poverty, degradation, and helplessness of non-Western peoples. Using historical descriptions of the encounters between Europeans and Africans in West Africa and South Africa we will unpack assumptions about African societies. We will also explore liberalism and it connections to British colonialism its contemporary incarnations. Prerequisite: One course relating to Africa, African politics, African literature.

300 ADVANCED TOPICS IN PEACE, JUSTICE, AND HUMAN RIGHTS HU)
J.Delpech-Ramay
This course will focus on a historical or contemporary problem in the field of peace, justice, and human rights, allowing students to engage in close study and research. Prerequisite: PEAC 101 or 201 or consent. Does not count toward the major.

301 ADVANCED INQUIRY IN PEACE, JUSTICE, AND HUMAN RIGHTS SO)
B.Uygun
This course conducts focused social scientific inquiry in the field of Peace, justice, and human rights. Prerequisite: PEAC 101 or 201 or consent of instructor. Does not count toward the major.

302 TOPICS IN PHILOSOPHY OF LAW. TOPIC FOR 2010/11: THE RULE OF LAW IN POLITICAL RECONCILIATION HU (CROSS-LISTED IN PHILOSOPHY)
J.Stauffer
Prerequisite: One 200-level Phil course & Junior standing or consent of the instructor.

305 POLITICAL TECHNOLOGIES OF RACE AND THE BODY SO (CROSS-LISTED IN HISTORY AND GENDER AND SEXUALITY STUDIES)
A.Friedman
This course examines the technologies, ideologies, and material strategies that have created and specified human beings as racialized and gendered subjects in the U.S. Readings cover biopolitics, disability studies, material culture, histories of disease, medicine, violence and industrialization. In our discussions and research, we will aim to decode the production of "reality" at its most basic and molecular level. Prerequisite: Sophomore standing or higher.

334 POLITICS OF VIOLENCE (C) SO (CROSS-LISTED IN POLITICAL SCIENCE)
A.Isaacs
Examines the evolution, the nature and the causes of violent, intra-state conflict. It pays attention to assessing alternative explanations that include the fear and insecurity provoked by failing states, resource scarcity and the spread of infectious disease and/or a manipulative and self-serving leadership. It places these conflicts in the context of writings about collective violence, revolutions and genocide and asks about the contribution and the responsibility of the international community to resolving civil strife. Prerequisite: Junior or senior standing or consent of instructor.

350 SOCIAL AND CULTURAL THEORY: THE POLITICS OF BIODIVERSITY CONSERVATION SO (CROSS-LISTED IN ANTHROPOLOGY)
T.Chaudhuri
An anthropological insight into the practice of biodiversity conservation will expose students to the intense political and theoretical debates that surround environmental policies that aim to preserve rare flora and fauna. Biodiversity conservation involves modifying human behavior so that people are either encouraged to actively engage in preserving certain species, or to refrain from using specific landscapes that serve as important ecological habitats. Since factors like race/class/gender/ethnicity significantly
influence human life, it is of little surprise that such factors also impact how processes of biodiversity conservation are experienced by different groups of people in very different ways. Through ethnographic accounts from South Asia, Eastern Africa, and United States, the course will explore debates regarding fortress model of conservation vs. participatory models of conservation as two contesting models for effective preservation of biodiversity. Prerequisite: History and Theory of Anthropology Offered occasionally.

395 CAPSTONE IN PEACE, JUSTICE, AND HUMAN RIGHTS (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. Prerequisite: Concentration in PJHR, PEAC 101 and PEAC 201 or consent of instructor. Does not count toward the major.
The philosophy curriculum has three major aims. First, it helps students develop thoughtful attitudes toward life and the world through encounters with the thought of great philosophers. Students are encouraged to reflect critically on such problems as the nature of our individual and social lives, the nature of the world in which we live, and the nature of our consciousness of and response to that world. Second, the philosophy curriculum is designed to help students acquire philosophical materials and skills that supplement and integrate their other studies in the liberal arts and sciences. Finally, the philosophy curriculum offers interested students a foundation in knowledge and skills that will prepare them for graduate study in philosophy or in related fields. Unless otherwise indicated, one philosophy course at the 100 level is a prerequisite for all other courses in philosophy. Courses at the 300 level require, in addition, a 200 level course plus junior standing, or consent of the instructor. Some advanced philosophy courses may require a reading knowledge of a foreign language as a prerequisite for admission.

PHILOSOPHY FACULTY
Associate Professor Jerry Miller, Chair
Emily Judson and John Marshall Gest Professor of Global Philosophy Ashok Gangadean
T. Wistar Brown Professor of Philosophy Danielle Macbeth
Professor Kathleen Wright
Assistant Professor Joel Yurdin
Assistant Professor Jill Stauffer, Director of the Peace, Justice, and Human Rights Concentration

PHILOSOPHY MAJOR REQUIREMENTS
(1) One philosophy course at the 100 level, or Bryn Mawr Philosophy 101, 102, or 104, or the equivalent elsewhere.
(2) 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. These eight courses at the 200 and 300 level must exhibit breadth and coherence in the following ways, to be elaborated by the majors and their advisors and approved by the department:
   (i) Historical and Cultural Breadth:
      (a) One course must be from among those that deal with the history of European philosophy prior to Kant;
      (b) One course must be from among those that deal with the traditions of Asian or African philosophy.
   (ii) Topical Breadth:
      (a) One course must be from among those dealing with value theory, including aesthetics, social and political philosophy, ethics, and legal philosophy;
         (b) One course must be from among those dealing with metaphysics and epistemology, including ontology, philosophy of mind, and philosophy of action;
         (c) One course must be from among those dealing with logic or the philosophy of language.
   (iii) Systematic Coherence: Four of these courses, two at the 200 level and two at the 300 level, must exhibit some systematic coherence in theme or subject satisfactory to the major advisor and the department.
(3) The Senior Seminar (399A and B).

Students electing a major in philosophy but unable to comply with normal requirements because of special circumstances should consult the chairperson regarding waivers or substitutions.

PHILOSOPHY MINOR REQUIREMENTS
(1) One philosophy course at the 100 level, or Bryn Mawr Philosophy 101, 102, or 104, or the equivalent elsewhere.
(2) Three philosophy courses at the 200 level and 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 Greek ethics or in Descartes’ metaphysics), or can be satisfied separately from the other two.

PHILOSOPHY 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 thesis. High Honors requires in addition exceptional and original work in the Senior thesis.
INTRODUCTORY LEVEL COURSES:
A maximum of two introductory level courses may be taken for credit, one even-numbered course and one odd-numbered course.

102 RATIONAL ANIMALS HU
J. Yurdin
An examination of philosophical conceptions of reason and reason’s relations with other psychological capacities. In what sense are human beings rational? And what difference does rationality make to human life? Readings from classic sources, including Plato, Aristotle, Hume, and Kant. Typically offered in alternate years.

103 GLOBAL ETHICS HU
A. Gangadean
An exploration of selected texts on ethics in a global context. This course seeks to develop a global perspective on human values through a critical exploration of vital texts on ethics across diverse philosophical traditions. A central focus is on the challenge of articulating global ethics and global values across cultures, worldviews and traditions. Are there global norms valid for diverse worldviews? Is there a global foundation for ethics? Are there universal human rights? How do we think critically across and between diverse worldviews and perspectives? Does not count toward the major. Typically offered in alternate years.

104 GLOBAL WISDOM HU
A. Gangadean
A critical exploration of classic texts from diverse philosophical traditions in a global context. This course seeks to cultivate a global perspective in philosophy and brings classical texts from diverse philosophical worlds into global dialogue. One aim is to help students to appreciate global patterns in rationality across traditions and to gain a critical understanding of common ground and significant differences in diverse wisdom traditions. Readings include Bhagavad-Gita, Dhamapada, Plato’s Phaedo, and Descartes’s Meditations. Does not count toward the major. Typically offered in alternate years.

105 LOVE, FRIENDSHIP, AND THE ETHICAL LIFE HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
K. Wright
This course examines the role given to love and friendship within an ethical life according to four dominant Western theories: virtue ethics, deontological ethics, utilitarian ethics, and the ethics of care. We will also look at the role played by love and friendship in Confucian ethics, an ethics that has affinities with virtue ethics and the ethics of care. Typically offered in alternate years.

106 THE PHILOSOPHY OF CONSCIOUSNESS AND THE PROBLEM OF EMBODIMENT HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)
I. Blecher
“The human body is the best picture of the soul” (Wittgenstein). This course provides an introduction to six Western conceptions of the body, of the soul/mind, and of the relation between the body and the soul/mind. Readings: Plato, Aristotle, Descartes, Nietzsche, Arendt, and de Beauvoir. Typically offered in alternate years.

107 HAPPINESS, VIRTUE, AND THE GOOD LIFE HU
J. Yurdin
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. Typically offered in alternate years.

109 PHILOSOPHY AND THE GOOD LIFE HU
D. Macbeth
An exploration of the question of the nature of a good human life. Readings include Plato’s Euthyphro, Apology, and selections from Republic, selected books of Aristotle’s Nicomachean Ethics, Kant’s Groundwork for the Metaphysics of Morals, and Nietzsche’s Genealogy of Morality. Typically offered in alternate years.

110 MIND AND WORLD HU
D. Macbeth
An introduction to the history of our conception of ourselves as rational beings in the world through a close reading of central texts in the European tradition that address both the sorts of beings we are and the nature of the world as it is the object of our natural scientific knowledge. Typically offered in alternate years.

111 THE WICKED AND THE WORTHY HU
J. Miller
Typically offered in alternate years.

112 MIND, MYTH, AND MEMORY HU
J. Miller
Theories of the relationship between the self and knowledge. Of particular importance will be the roles played by myth, dreams, and memory in that relationship. Readings include works by Plato, Descartes, Kant, and Freud. Typically offered in alternate years.
INTERMEDIATE LEVEL COURSES:

202 FORGIVENESS, MOURNING, AND MERCY IN LAW AND POLITICS HU (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
J. Stauffer
Examines the possibilities and limits of forgiveness, apology, mourning, and mercy in human relationships, political and personal, to subject our ideas and presuppositions about what justice and forgiveness are, and what they can and cannot do, to a critical reappraisal. Prerequisite: One 100-level philosophy course or PEAC 101 or PEAC 201, or consent. Typically offered in alternate years.

210 PLATO HU
J. Yurdin
A close reading of Plato’s Meno, Phaedo, Republic, Symposium, and Theaetetus, with a focus on issues in philosophical psychology, metaphysics, and the theory of knowledge. Emphasis is on a philosophical understanding of the views and arguments suggested by the texts, and special attention is paid to the roles of literary aspects of the texts in the presentation of philosophical content. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

212 ARISTOTLE HU
J. Yurdin
An analytic study of the main works of Aristotle. Particular attention is paid to the theory of being and substance developed in Aristotle’s Metaphysics, to the theory of animal life developed in his treatise On the Soul, and to the understanding of good human action and choice developed in the Nicomachean Ethics. Primary emphasis is on the interpretation and understanding of the philosophical arguments that are elaborated in these works. Prerequisite: One Phil course at the 100 level or consent. Typically offered in alternate years.

221 EARLY MODERN CONTINENTAL PHILOSOPHY HU
J. Blecher
A close analytical reading of selected texts from 17th-century European philosophy. Particular attention is given to Descartes’ Meditations on First Philosophy and to Spinoza’s Ethics. Emphasis is upon an interpretive understanding of the theories of these texts concerning human consciousness and cognition, as well as of their more general theories concerning the nature of human beings in the world. Prerequisite: One Phil course at the 100 level or consent. Typically offered in alternate years.

222 EARLY MODERN BRITISH PHILOSOPHY HU
J. Yurdin
How can we think all that we actually do think? What is mind-independent reality like? This course examines these and related questions in the philosophical writings of Locke, Berkeley, Hume, and Reid. Emphasis is on a philosophical understanding of the theories of cognition and reality developed in these texts. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

225 THE CONCEPT OF FREEDOM AND THE DIALECTIC OF MASTER AND SLAVE HU
K. Wright
This course analyzes and evaluates opposing concepts of human freedom. Readings include: Isaiah Berlin’s “Two Concepts of Liberty,” Hegel’s Phenomenology of Spirit (selections), Nietzsche’s On the Genealogy of Morality, Marx’s Economic and Philosophic Manuscripts of 1844, Kierkegaard’s Fear and Trembling, and Kant’s Grounding of a Metaphysics of Morals. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

226 NIETZSCHE HU
K. Wright
This course contrasts Nietzsche, the “Nay-sayer” (On the Genealogy of Morality), with Nietzsche, the “Yea-sayer” (Beyond Good and Evil and The Gay Science), by focusing on Nietzsche’s “practice of truthfulness,” and on his “theory” of genuine honesty and “intellectual courage.” Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

228 THE LOGOS AND THE TAO HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND EAST ASIAN STUDIES)
K. Wright
This course examines (a) the claims made by Foucault and Derrida that Tao is and remains “the other” of what in the West is called logos and (b) Heidegger’s claim to bridge the difference between logos and Tao by questioning what the West has called thinking or logos. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

235 EARLY CHINESE PHILOSOPHY HU (CROSS-LISTED IN EAST ASIAN STUDIES)
K. Wright
An introduction to the lively and sharp disputes between competing schools of philosophy in ancient Chinese philosophy, that is, philosophy in the pre-Han period prior to the syncretism that marks Confucianism, neo-Confucianism, and most recently New Confucianism. Prerequisite: One 100-level course in philosophy or EAST 131 Chinese Civilization or by permission of the instructor. Typically offered in alternate years.

241 HINDU PHILOSOPHY IN A GLOBAL CONTEXT HU
A. Gangadevi
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 Brahmastutra Commentary. Prerequisite: One Phil course at the 100 level or consent. Does not count toward the major. Typically offered in alternate years.

242 BUDDHIST PHILOSOPHY IN A GLOBAL CONTEXT HU (CROSS-LISTED IN EAST ASIAN STUDIES)
D. Gangadean
An introduction to classical Indian Buddhist thought in a global and comparative context. The course begins with a meditative reading of the classical text-The Dhamapada-and proceeds to an in depth critical exploration of the teachings of Nagarjuna, the great dialectician who founded the Madhyamika School. Prerequisite: One 100-level phil course or its equivalent, or consent. Does not count toward the major. Typically offered in alternate years.

243 TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY HU
J. Miller
Privileging the historical, social, and situated quality of being, twentieth century continental philosophy stresses dynamics of language, embodiment, and labor. Readings draw from areas such as phenomenology, existentialism, hermeneutics, feminism, structuralism, and post-structuralism. Prerequisite: One Phil course at the 100 level or consent. Typically offered in alternate years.

251 PHILOSOPHY OF MIND HU
D. Macketh
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? The aim of this course is to clarify what we are asking when we ask such questions, and to begin at least to formulate answers. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

252 PHILOSOPHY OF LOGIC AND LANGUAGE HU
A. Gangadean
A comparative exploration of alternative paradigms of logic, language and meaning from a logical and philosophical point of view. Special attention is given to the classical Aristotelian grammar of thought and the modern grammars developed by Frege, Wittgenstein, Quine, Heidegger, Sommer, Derrida and others. Focus is on the quest for the fundamental logic of natural language. Prerequisite: One Phil course at the 100 level or consent. Does not count toward the major. Typically offered in alternate years.

253 ANALYTIC PHILOSOPHY OF LANGUAGE HU
D. Macketh
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: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

254 METAPHYSICS: GLOBAL ONTOLOGY HU
A. Gangadean
A critical examination of philosophical accounts of reality and being. Special attention is given to how world views are formed and transformed: an ontological exploration of diverse alternative categorical frameworks for experience. Metaphysical narratives of diverse thinkers in the evolution of the European tradition are explored in global context. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Does not count toward the major. Typically offered in alternate years.

255 VIRTUE EPistemology HU
D. Macketh
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. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

257 CRITICAL APPROACHES TO ETHICAL THEORY HU
J. Miller
This course examines efforts over the last century to engage the ethical without recourse to formal systems or foundational principles. How, these approaches ask, can we talk about good and evil, morality and immorality, while believing “truth” to be historically, linguistically, and culturally contingent? In the process of drafting possible answers, we shall think deeply about concepts such as violence, justice, and social responsibility. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

259 STRUCTURALISM AND POST-STRUCTURALISM HU
J. Miller
An introduction to key readings in 20th century continental philosophy in the areas of semiotics, critical theory, and deconstruction. Of primary importance will be issues of mimesis and alterity, authority, and value. Readings include Barthes, Althusser, Foucault, Derrida, Kristeva, and Jameson. Prerequisite: One 100-level philosophy course or its equivalent, or consent. Typically offered in alternate years.

260 HISTORICAL INTRODUCTION TO LOGIC HU
D. Macketh
Our aim is two-fold: first, to understand - in the sense of having a working knowledge of - both traditional
Aristotelian 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. Prerequisite: No prerequisites. Typically offered in alternate years.

265 VALUE THEORY HU
J. Miller
A study of various modern and contemporary strains of metaethics and value theory. How can things and persons be objects of value? By what capacities do we apprehend worth? The objective is to better understand whether and how ethical knowledge is possible. Prerequisite: One 100-level course in Philosophy or consent. Typically offered in alternate years.

ADVANCED COURSES
Unless otherwise noted, these courses require one 200-level course in philosophy plus junior standing, or consent of the instructor. Topics courses often consider different specific issues in different years, and may be taught by members of the department other than those listed.

301 TOPICS IN PHILOSOPHY OF LITERATURE HU
J. Miller

302 TOPICS IN PHILOSOPHY OF LAW HU (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)
J. Stauffer

310 TOPICS IN ANCIENT GREEK AND ROMAN PHILOSOPHY HU
J. Yurdin

311 TOPICS IN GREEK PHILOSOPHY. TOPIC FOR 2012-13: THEAETETUS HU
J. Yurdin
Prerequisite: One 200-level course in Phil and Junior standing or consent.

321 TOPICS IN EARLY MODERN PHILOSOPHY HU
Staff

323 TOPICS IN NINETEENTH CENTURY PHILOSOPHY HU
Staff

331 TOPICS IN RECENT ANGLO-AMERICAN PHILOSOPHY HU
D. Macbeth

332 TOPICS IN 20TH CENTURY PHILOSOPHY HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
J. Miller

335 TOPICS IN MODERN EUROPEAN PHILOSOPHY HU
Staff

336 TOPICS IN POST-KANTIAN PHILOSOPHY HU
K. Wright
Prerequisite: One 200-level course in Phil and Junior standing or consent.

342 ZEN THOUGHT IN A GLOBAL CONTEXT HU (CROSS-LISTED IN EAST ASIAN STUDIES)
A. Gangadean
Prerequisite: An Intro Phil course (100 series) and either 241 (Hindu Thought) or 242 (Buddhist Thought) or a course in Relg or EAST thought or consent. Does not count toward the major.

350 TOPICS IN THE PHILOSOPHY OF MATHEMATICS HU
D. Macbeth

351 TOPICS IN THE PHILOSOPHY OF MIND HU
J. Yurdin

352 TOPICS IN THE PHILOSOPHY OF LANGUAGE HU
A. Gangadean
Does not count toward the major.

354 TOPICS IN METAPHYSICS HU
D. Macbeth
Prerequisite: One 200-level course in Phil and Junior standing or consent.

355 TOPICS IN EPistemology HU
D. Macbeth

357 TOPICS IN AESTHETICS HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
K. Wright

370 TOPICS IN ETHICS HU
J. Miller

399 SENIOR SEMINAR HU
J. Miller/D. Macbeth/J. Yurdin
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, as well as a final formal presentation. Prerequisite: Open to senior majors only.

403 DISCUSSION LEADERS HU
A. Gangadean

406 DISCUSSION LEADERS HU
Staff

407 DISCUSSION LEADERS HU
J. Yurdin
INTERMEDIATE COURSES

281 MODERN JEWISH THOUGHT [C] HU (CROSS-LISTED IN RELIGION) K.Koltun-Fromm

4XX DISCUSSION LEADERS HU
Staff
Associated with each 100 level course is a correspondingly numbered 400 level course (e.g., corresponding to 102 is 402), which is open to qualified major and non-major seniors. Students receive one-half credit for supervised leadership of weekly discussion groups with students in the introductory courses. A student must have consent of the instructor of the relevant introductory course to enroll as a discussion leader for that course.

PHILOSOPHY COURSES AT BRYN MAWR

101 Happiness and Reality in Ancient Thought HU
102 Science and Morality in Modernity HU
103 Introduction to Logic HU
204 Readings in German Intellectual History HU
209 Introduction to Literary Analysis: Philosophical Approaches to Criticism HU
211 Theory of Knowledge HU
212 Metaphysics HU
221 Ethics HU
222 Aesthetics Nature and Experience of Art HU
225 Global Ethical Issues HU
228 Introduction to Political Philosophy: Ancient and Early Modern HU
231 Introduction to Political Philosophy: Modern HU
238 Science, Technology, and the Good Life HU
240 Environmental Ethics HU
244 Philosophy and Cognitive Science HU
245 Philosophy of Law HU
252 Feminist Theory HU
253 Theory in Practice: Critical Discourses in the Humanities HU
254 Philosophy of Religion HU
259 Philosophy, Modern Physics, and Ideas of Interpretation HU
293 The Play of Interpretation HU
310 Philosophy of Science HU
317 Philosophy of Creativity HU
319 Philosophy of Mind HU
321 Greek Political Philosophy Aristotle: Ethics and Politics HU
323 Culture and Interpretation HU
324 Computational Linguistics
326 Relativism: Cognitive and Moral HU
327 Political Philosophy in the Twentieth Century HU

329 Wittgenstein HU
330 Kant HU
338 Phenomenology: Heidegger and Husserl HU
344 Development Ethics HU
352 Feminism and Philosophy HU
365 Erotica: Love and Art in Plato and Shakespeare HU
371 Topics in Legal and Political Philosophy HU
372 Introduction to Artificial Intelligence HU
380 Persons, Morality, and Modernity HU
381 Nietzsche, Self and Morality HU
395 Topics: Origins of Political Philosophy HU
The physics curriculum introduces students to concepts and methods that are fundamental throughout the sciences. It provides opportunities for first-hand experimental and theoretical investigations, together with the study of those basic principles that have led to profound scientific, philosophical, and technological developments.

Prospective majors in all of the science disciplines are advised to study some physics in their freshman or sophomore year, because all contemporary sciences rely heavily on basic physical principles. There are three different introductory options. Physics 101 and 102 constitute a year-long, self-contained treatment of all of physics, with particular attention to applications in the life sciences. Physics 105 and 106 use calculus somewhat more extensively and are designed for students who expect to continue their study of physics in other courses, either in the physics or the chemistry department. Physics 115 (followed by 106) provides a third option, designed for students with advanced preparation. Advice on course selection is provided on the department’s web site. The department also offers a half-credit course, Astronomy/Physics 152, intended for first year students who are considering a physical science major and who would like an opportunity to study recent developments in astrophysics.

The department offers several courses that can be taken with no prerequisites or prior experience in physics. Currently, there are three courses that fall into this category: Physics 112 examines the conceptual difficulties of quantum mechanics; Physics 113 considers the science behind various sustainable energy options, and the means by which scientists influence policy; and Physics 108 covers applications of the physical sciences to modern medicine.

Physics offers three distinct programs: a traditional major, an interdisciplinary major designed for a broader audience, and a minor. The requirements for these three options are listed below.

A typical course sequence introducing both the traditional major and the minor consists of 105 (or 115), 106, 213, 214, and the 211 and 212 laboratories. However, students beginning their study in 101 and 102 may continue with 213 and join the major or minor as well. Physics 105 (or 115), 106, 213 and 214 are also prerequisites for the astronomy and astrophysics majors; Astronomy/Physics 152 is highly recommended, but not required.

The remainder of the traditional major program is quite flexible and, with an appropriate selection of upper-level courses, can accommodate students whose interests extend beyond physics to the interdisciplinary fields of astrophysics, biophysics, chemical physics, philosophy of science, biomedical science, or engineering.

The department emphasizes student participation in research with faculty members. Currently, we have active research programs in quantum information and quantum computing, observational cosmology, extragalactic astronomy, biophysics, and nanoscience. Courses numbered 412 to 417 provide majors with opportunities to participate in these research efforts for academic credit during their senior year. Paid summer research positions are often available.

In the Senior Seminar (399), majors learn about the wide range of careers related to physics, and prepare a presentation and senior paper based on independent work. Advanced students interested in teaching may participate in the instructional program by registering for Physics 459 or 460. Physics majors may also take an area of concentration in education; see the section on Education and Educational Studies. (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.)

Concentrations in both computer science and scientific computing are available for physics majors. Both of these programs are described under the Computer Science program. The department coordinator for both of these concentrations is Peter Love. Physics majors with biological interests may also qualify for the biophysics concentration, described under Biochemistry and Biophysics.

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. Detailed information is available from the coordinator, Walter Smith. Students interested in materials science should also consult the related offerings in materials chemistry through Haverford’s chemistry department.

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**PHYSICS FACULTY**

Associate Professor Stephon H.S. Alexander (on leave in 2013-2014)

John Farnum Professor of Astronomy Stephen P. Boughn

Visiting Assistant Professor Daniel Cross

John and Barbara Bush Professor in the Natural Sciences Jerry P. Gollub, Emeritus

Associate Professor Suzanne Amador Kane

Associate Professor Peter J. Love
Assistant Professor of Astronomy, Desika Narayanan
Visiting Assistant Professor Joseph Ochoa
Professor Walter F. Smith
Assistant Professor of Astronomy Beth Willman
Bettye and Howard Marshall Professor of Natural Sciences R. Bruce Partridge, Emeritus

**PHYSICS MAJOR REQUIREMENTS**

1. Physics 105 (or 115), 106 (or 102), 213, 214, 211, and 212 (or Bryn Mawr equivalents).
   The last two may be taken concurrently with 213 and 214.
2. Mathematics 121 and 204 or Bryn Mawr equivalent. For students who are contemplating advanced work in mathematics, 216 can replace 121, and 215 can replace 204.
3. Six upper-level courses in physics at Haverford or Bryn Mawr. One of these must be a laboratory course such as 316 or 326. All majors must take three of the four core theoretical courses: 302, 303, 308, and 309. 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 316 or 326 (or their Bryn Mawr equivalents).
   Two of the six upper-level courses may be replaced by upper-level courses in a related department, with the approval of the major advisor. (The student will be asked to prepare a brief written statement explaining the relationship between the proposed courses and the physics major.)
   One of the six upper-level physics courses may be a 400 level research course. Either 459 or 460 may also be counted among the six upper-level courses.
4. The department requires one course outside the department at a level consistent with the student’s background in astronomy, biology, computer science, chemistry, or engineering (at Penn or Swarthmore). (This requirement is waived for double majors.)
5. Physics 399, including a thesis and colloquium based on independent work, and attendance at senior colloquia and distinguished lectures hosted by the department.

**INTERDISCIPLINARY PHYSICS MAJOR REQUIREMENT**

Students with multiple academic interests who are not likely to undertake physics graduate study are invited to consider the Interdisciplinary Physics Major, whose slightly abbreviated set of requirements can be completed in three years. This track, which can also facilitate a concentration, an engineering option, or a minor in another department, can be discussed with any member of the Department. The requirements are as follows:

1. Either Physics 105 (or 115) & 106, or Physics 101 & 102.
2. Physics 213 & 214 & 211 (our sophomore lecture course sequence and one sophomore-level laboratory course).
3. Mathematics 121 (or 216) & 204 (or 215).
4. Three 300-level physics lecture courses, of which two are drawn from this list of core courses: 302, 303, 308, 309.
5. An upper-level laboratory course in the natural or applied sciences, such as Physics 212, Biology 300a or b, or Chemistry 301 or 302.
   (Alternately, the student can request the substitution of an advanced laboratory course in another area of science or applied science.)
6. Two other courses at the 200-level or higher in a related field that are part of a coherent program to be proposed by the student and approved by the major advisor.
7. Senior Seminar (Physics 399) and the associated senior talk and thesis.

The interdisciplinary major differs from the traditional physics major by offering more flexible course choices and by coordinating the physics courses with the student’s work in another field. In the version requiring the fewest physics courses, this major requires 8.5 instead of 10 physics courses, while both majors require 2 math courses, and 3 courses in a related field.

**PHYSICS MINOR REQUIREMENTS**

1. Physics 105 (or 115) and 106 (or 102); 213, 214, 211 and 212 labs (or Bryn Mawr equivalents).
2. Mathematics 121 and 204 or Bryn Mawr equivalent. For students who are contemplating advanced work in mathematics, 216 can replace 121 and 215 can replace 204.
3. One of the four “core” 300 level lecture courses in physics at Haverford or Bryn Mawr: 302 (Advanced Quantum Mechanics), 303 (Statistical Physics), 308 (Advanced Classical Mechanics or 309 (Advanced Electromagnetism & Modern Optics).
4. Participation for two semesters in the public lectures and seminars hosted by the department.

**PHYSICS REQUIREMENTS FOR HONORS**

The award of Honors in Physics is based upon 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.

**PHYSICS COURSES**

101 CLASSICAL AND MODERN PHYSICS I NA/QU
D. Cross
Three class hours and one laboratory period. The first of a two-semester comprehensive introduction to physics, with an emphasis on life science applications
involve Newtonian mechanics, oscillations, mechanics of materials, fluids, and thermal physics. Prerequisite: Calculus at the level of Mathematics 113a or equivalent should be taken prior to or concurrently with this course. Typically offered every Fall.

102 CLASSICAL AND MODERN PHYSICS II NA/QU
J.Ochoa
Three class hours and one laboratory period. A continuation of Physics 101, covering electricity and magnetism, optics, waves, sound, quantum physics, and nuclear physics. Applications include topics such as nerve conduction, the optics of vision, and radioactivity. Prerequisite: Physics 101a. In addition calculus at the level of Mathematics 114b or equivalent should be taken prior to or concurrently with this course. Typically offered every Fall.

105 FUNDAMENTAL PHYSICS I NA/QU
S.Boughn
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: Mathematics 113a or equivalent. Typically offered every Fall.

106 FUNDAMENTAL PHYSICS II NA/QU
W.Smith
Three class hours and one laboratory period. A continuation of Physics 105, covering electricity and magnetism, optics, and special relativity. Prerequisite: Math 114 and Phys 105 or equivalent. Typically offered every Spring.

108 PHYSICS IN MODERN MEDICINE NA
S. Amador Kane
This course introduces the nonscientist to many of the technologies used in modern medicine and the basic physical principles which underlie them. Topics will include: laser surgery, ultrasound imaging, laparoscopic surgery, diagnostic x-ray imaging, nuclear medicine, computed tomography (CAT) scans, magnetic resonance imaging (MRI) scans, and radiation therapy. Safety issues involved in the use of each technique will be considered in depth, and discussions will include societal implications of the growing use of technology in medicine. No prerequisites. Does not count toward the major. Typically offered in alternate years.

111 ENERGY OPTIONS, AND SCIENCE POLICY NA
Staff
Examination of the process by which scientists influence policy, seen through the lens of energy issues. The course considers the science behind various sustainable energy options, including solar heat and electricity, wind and tidal power, and efficient methods of heating and refrigeration. It also examines the efforts of the National Academies to provide objective policy advice on the complex decisions involving energy alternatives. Prerequisite: A college level mathematics course, is recommended. Willingness to engage in quantitative reasoning on a regular basis is required. Does not count toward the major. Typically offered in alternate years.

112 CONCEPTUAL QUANTUM MECHANICS NA/QU
D.Cross
Examination of the conceptual difficulties of quantum mechanics as illustrated by canonical experiments. Questions of the nature of observations, uncertainty, and quantum correlations including entanglement, will be considered in detail. Prerequisite: None. Does not count toward the major.

115 MODERN INTRODUCTORY PHYSICS: BEYOND NEWTON NA/QU
J.Ochoa
Three class hours and one laboratory period. This introductory course provides students who have an advanced background in mechanics with an alternative pathway into physics by exploring applications of introductory physics through a modern perspective. Examples will be drawn from topics such as quantum physics, materials and nanoscience, biophysics, chaos and fluid motion, and relativity. This course forms a year-long sequence with Physics 106: Fundamental Physics II (Electricity and Magnetism) in the spring semester. Prerequisite: Calculus at the level of Mathematics 114 plus significant prior experience in calculus-based introductory physics (mechanics) at the level of Physics 105, such as the Advanced Placement Physics C course (or an International Baccalaureate). Typically offered every Fall.

152 FRESHMAN SEMINAR IN ASTROPHYSICS NA (CROSS-LISTED IN ASTRONOMY)
D.Narayan
Prerequisite: Physics 101a or 105a and concurrent enrollment in Physics 102b or 106b (or Bryn Mawr equivalents). Typically offered every Spring.

211 LABORATORY IN ELECTRONICS AND WAVE PHYSICS NA
S.Amador Kane
The first half of this laboratory is an introduction to analog electronics and instrumentation. The second half includes experiments in waves and optics. Normally taken concurrently with Physics 213. Prerequisite: Physics 102 or 106. Typically offered every Fall.

213 WAVES AND OPTICS NA/QU
D.Cross
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

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oscillators and normal modes, traveling waves, Maxwell's equations and electromagnetic waves, interference, and diffraction. Physics 211f, a related laboratory half-course, is normally taken concurrently and is required for majors. Prerequisite: Phys 102 or 106 and Math 114 or 120 or equiv. Typically offered every Fall.

214 INTRODUCTORY QUANTUM MECHANICS NA/QU
S. Amador Kane
Introduction to the principles governing systems at the atomic scale. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger'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. Physics 212, a related laboratory half-course is required for majors, and may be taken concurrently. Prerequisite: Phys 213a or consent. Typically offered every Spring.

301 PHYSICS 301: QUANTUM PHYSICS LABORATORY NA/QU
S. Amador Kane
A full-semester weekly laboratory focusing on experiments of modern relevance with a focus on quantum mechanics. Topics include: how lasers work and laser spectroscopy; spin resonance; nuclear and cosmic ray physics; electron diffraction; photoelectric effect; superconductivity; quantum eraser (a "which way" experiment), etc. One of two laboratories at the advanced level required for the regular physics major; fulfills the advanced laboratory requirement for the interdisciplinary physics major. Replaces Physics 212i. Prerequisite: Physics 211f: Laboratory in Electronics and Wave Physics; co-requisite: Phys 214b or equiv.

302 ADVANCED QUANTUM MECHANICS NA
P. Love
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, including simple atoms and solids. Prerequisite: Physics 214. Typically offered yearly in alternation with Bryn Mawr.

303 STATISTICAL PHYSICS NA
S. Amador Kane
Treatment of many particle systems using classical and quantum statistics and ensembles to derive the laws of thermodynamics and statistical mechanics. This course includes applications to the thermal properties of matter (solids, liquids and gases), photon, and phonon systems. Prerequisite: Physics 214b or consent. Typically offered yearly in alternation with Bryn Mawr.

304 COMPUTATIONAL PHYSICS NA/QU (CROSS-LISTED IN COMPUTER SCIENCE)
P. Love
An introduction to the methods and problems of computational physics. The course explores areas of physics which require computation for their study including: effects of air resistance and rotation in Newtonian mechanics; fields and potentials in electromagnetism; simulation of nonlinear systems and chaos; stochastic algorithms and statistical mechanics. Prerequisite: Jr. standing. Physics 213 and either CMSC 105 or extensive experience with a programming language or consent. Typically offered in alternate years.

308 MECHANICS OF DISCRETE AND CONTINUOUS SYSTEMS NA
P. Love
Classical mechanics of systems of particles, and also continua such as fluids, including oscillations and chaos, Lagrangian mechanics, dynamics of systems of particles, the Navier-Stokes equations of fluids, and applications to diverse physical phenomena that may vary from year to year, e.g. waves, vortices, rotating fluids, flight, instabilities, turbulence, and biological flows. Prerequisite: Physics 106 or Physics 213. Typically offered yearly in alternation with Bryn Mawr.

309 ADVANCED ELECTROMAGNETISM NA
S. Boughen
Boundary value problems, multipole fields, dielectric and magnetic materials; electromagnetic waves, propagation in dielectric media, conductors and waveguides; gauge transformations, radiating systems. Prerequisite: Physics 106b or 213a or BMC equiv. Typically offered yearly in alternation with Bryn Mawr.

322 SOLID STATE PHYSICS NA
Staff
Understanding both conventional and soft materials using the principles of quantum and statistical physics. Crystallinity, lattice dynamics, conduction in metals, semiconductors and devices, and soft systems such as colloids, polymers, liquid crystals, and biological materials. Prerequisite: Physics 214b. Statistical physics is desirable. Typically offered yearly in alternation with Bryn Mawr. Prerequisite: Physics 214b. Typically offered yearly in alternation with Bryn Mawr.

326 ADVANCED PHYSICS LABORATORY NA
W. Smith
Design, execution, and analysis of significant experiments, which change from year to year. Those presently available include studies of microfluidics, atomic spectroscopy, cosmic ray physics, laser tweezers, x-ray diffraction and materials synthesis, superconductivity, sensor technologies, and chaotic dynamics. The course emphasizes the effective use of contemporary experimental tools, including low-noise measurement techniques, laboratory computers, and optical methods. Prerequisite: Physics 212 or consent.
335 ADVANCED TOPICS IN THEORETICAL PHYSICS NA/QU
J.Ochoa
An introduction to advanced theoretical physics. The central ideas covered will include: the use of symmetry in physics, non-euclidean geometry and curved spaces, advanced concepts of quantum theory. The course will address these topics by providing an introduction to one of the following areas of advanced theoretical physics: general relativity, quantum information theory, quantum field theory, particle physics. The specific topic will be determined by the instructor and will vary from year to year. Prerequisite: Jr. standing, Phys 213 and 214 or consent. Typically offered in alternate years.

399 SENIOR SEMINAR NA
W.Smith
A capstone experience for seniors in physics 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: Senior standing.

412 RESEARCH IN THEORETICAL AND COMPUTATIONAL PHYSICS NA
P.Love
Independent research on current problems in theoretical physics, with emphasis on the physics of condensed matter systems; extensive use is made of computer-based methods. Prerequisite: Consent of Instructor

413 RESEARCH IN BIOPHYSICS NA
S.Amador Kane
Experimental research on the statistical mechanics of biophysical systems and soft matter physics. Topics include empirical and computational studies of flocking and biological physics approaches to studying problems in evolution. Prerequisite: Consent of instructor. Lab experience at the level of Physics 211 and 212 preferred.

414 RESEARCH IN THEORETICAL PHYSICS NA
P.Love
Independent research on current problems in theoretical physics, with emphasis on particle physics and theoretical cosmology. Prerequisite: Consent of instructor.

415 RESEARCH IN NANOSCALE PHYSICS NA
W.Smith
Prerequisite: Consent of instructor. Advanced lab experience preferred.

459 TEACHING LABORATORY PHYSICS NA
Staff
Study of the principles and practices of laboratory instruction in physics through association with staff in the Physics 102 laboratory. The student will interact with students in the laboratory sessions, prepare and deliver a pre-laboratory lecture, critique the descriptive materials for at least one experiment, and develop a new experiment appropriate to the course. This development work will include both written materials and the design and construction of a working prototype. This experiment and the 102 laboratory program as a whole will be evaluated in a final paper. Prerequisite: Open to Jr. & Sr. Phys and Astr Majors only.

460 ASSOCIATION IN TEACHING BASIC PHYSICS NA
Staff
Study of the principles and practices of lecture instruction in physics through association with staff in Physics 101. The student will attend and critique course lectures; prepare, practice, and deliver a lecture; develop a lecture demonstration to be used in his or her lecture; participate in the preparation of examination problems and their evaluation; address student questions in the physics clinic; and write an evaluative final paper. Prerequisite: Open to senior physics and astronomy majors.

480 INDEPENDENT STUDY NA
Staff
Prerequisite: Consent of the instructor.

493 INTERDISCIPLINARY EXAMINATIONS OF BIOLOGICALLY SIGNIFICANT RESEARCH NA
(CROSS-LISTED IN BIOLOGY AND CHEMISTRY AND PSYCHOLOGY)
P.Meneely
Prerequisite: Consent of Instructor.

COURSES AT BRYN MAWR COLLEGE

Many upper-level physics courses are taught at Bryn Mawr and Haverford in alternate years. These courses (numbered 302, 303, 308, 309) may be taken interchangeably to satisfy major requirements.
The political science curriculum seeks to address issues of power, citizenship, and justice in the United States and throughout the world. Our courses explore political processes and governmental institutions from multiple vantage points--at the grassroots, the nation-state, and the global community--and from a variety of theoretical, conceptual, historical, and experiential perspectives. Our goal is to provide students with a deep understanding of the core concepts and practices of politics and government while developing the analytical, research, and writing skills that will 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.

**Political Science Faculty**

- Associate Professor Craig Borowiak
- Professor Harvey Glickman, Emeritus
- Professor Anita Isaacs
- Associate Professor Steve McGovern
- Associate Professor Barak Mendelsohn
- Assistant Professor Zachary Oberfield
- Visiting Assistant Professor Joshua Ramey
- Professor Sidney R. Waldman, Emeritus
- Associate Professor Susanna Wing, Chair
- Visiting Assistant Professor Meredith Wooten

**Political Science Major Requirements**

Courses fall into five subfields of the discipline of political science: American politics (A); comparative politics (C); international politics (I); global governance (G); and political theory (T). The following is required of all majors:

1. Two 100-level courses are required to enter the major. Options include: 121, 123, 131, 151, 161, and 171. These courses must represent two different subfields.
2. Six elective courses must be taken above the 100 level.
3. A 300 level research seminar must be taken in the department during the fall semester of the senior year. This is in addition to the six elective courses described above.
4. Subfields: The combination of introductory and elective courses is expected to include representation of three of the five subfields, with work at the intermediate or advanced level in at least two subfields. Some courses may count 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 political science department. For example, a student concentrating in international politics might offer international economics courses as a subfield; or a student in comparative politics--courses in an area study; and so forth. Such substitutions would count towards fulfilling the subfield requirement only. They would not count towards political science course credit and they cannot be used to fulfill the introductory, elective, and seminar requirements outlined above.
5. All senior majors write a thesis and complete an oral defense of the thesis through enrollment in 400.
6. Related Studies: Four courses outside political science at Haverford or Bryn Mawr College which are related to the major. Some examples of possible interests around which the courses could cluster are: American or other area studies; political and social theory; international affairs; environmental policies; urban affairs; intermediate and advanced foreign language work related to work in the major; or courses from one or more of the other social sciences.

**Political Science Requirements for Honors**

Honor will be awarded to senior majors who, in the Department’s judgment, have demonstrated excellence in their course work in political science and senior thesis. High honors may be granted to a very select number of senior majors who have attained an outstanding level of distinction in their political science courses and senior thesis.

**Political Science Courses**

**121 American Politics and Its Dynamics (A) SO M. Wooten**

**123 American Politics: Difference and Discrimination (A) SO (Cross-Listed in African and Africana Studies and Gender and Sexuality Studies) Staff**

Introduction to American politics and government through the perspective of individuals who have experienced discrimination, including people of color, the poor, women, and gays and lesbians. Particular attention to how the political system maintains inequality with respect to race, class, gender, and sexual orientation and the extent to which it provides opportunities for empowerment.
131 COMPARATIVE GOVERNMENT AND POLITICS (C) SO
A.Isaacs
An introduction to basic concepts and themes in comparative politics analyzed through case studies from around the world. Themes include political authority and governance structures; political culture and identity politics; political participation and representation; and political economy. Lottery Preference: 35 space for Freshmen and Sophomores; 5 spaces for Juniors and Seniors.

151 INTERNATIONAL POLITICS (I) SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS AND MIDDLE EAST AND ISLAMIC STUDIES)
Staff
An introduction to the major issues and trends in world politics, especially since World War II: realism and idealism, bi-polarity and multi-polarity; emergence of the Third World, role of force and diplomacy, the post-Cold War era, foreign policymaking, the United Nations, and humanitarian intervention.

161 THE POLITICS OF GLOBALIZATION (G) SO
C.Borowiak
An introduction to the major academic and policy debates over globalization and global governance. Key topics will include: sovereignty, free/fair trade; immigration; anti-globalization and violence; democratic governance and international economic institutions; and the global justice movement.

171 INTRODUCTION TO POLITICAL THEORY: POWER, FREEDOM, AND (DIS)OBEDIENCE (T) SO
J.Ramey
An introduction to central concepts of political life through exploring the questions and problems surrounding democratic freedom, power, authority, citizenship. Reading from ancient, modern, and contemporary sources, literary as well as philosophical, American as well as European, will be included.

223 AMERICAN POLITICAL PROCESS: THE CONGRESS (A) SO
Z.Oberfield
Functional and behavioral analysis of the policy-making process in Congress, from the electoral process as it affects Congress to the distribution of power and influence in Congress, and the relations of Congress with the Executive Branch. Prerequisite: Political Science 121 or 123, or consent.

224 THE AMERICAN PRESIDENCY (A) SO
Z.Oberfield
The institution of the Presidency in the past few decades; how the President relates to 1) Congress, 2) others in the executive branch, 3) his party, and 4) the public. Prerequisite: Pols 121 or 123 or consent.

225 MOBILIZATION POLITICS (A) SO
S.McGovern
Explores how ordinary citizens in the U.S. seek to advance their interests, both inside and outside of the conventional political system. Evaluation of theories of contentious politics with an emphasis on social movements, public interest groups, direct democracy, and community organizing. Prerequisite: Political Science 121 or 123 or consent of instructor.

226 SOCIAL MOVEMENT THEORY (A) SO
S.McGovern
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. Prerequisite: One course in POLS or consent.

227 URBAN POLITICS (A) SO
S.McGovern
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. Prerequisite: One course in Political Science or Urban Studies or consent.

228 URBAN POLICY (A) SO
S.McGovern
Assessment of public policies aimed at revitalizing U.S. cities following several decades of suburbanization and capital disinvestment. Focus on economic development, housing and community development, environmental protection, transportation, education, crime, and the management of regional sprawl. Prerequisite: One course in Political Science or Urban Studies or consent.

230 TOPICS IN COMPARATIVE POLITICS (C) SO

232 PEACE BUILDING: REINTEGRATION, RECONCILIATION, AND RECONSTRUCTION (C,I) SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES AND PEACE, JUSTICE, AND HUMAN RIGHTS)
A.Isaacs
Peace building in the aftermath of civil war. Combines theory with case studies in exploring triple challenges of reintegration (demilitarization and refugee repatriation); reconciliation (alternative approaches to dealing with wartime violations of human rights); and reconstruction (fostering democracy and socio-economic development). Prerequisite: One course in political science or peace studies, and field experience.
233 PERSPECTIVES ON CIVIL WAR AND REVOLUTION: SOUTHERN EUROPE AND CENTRAL AMERICA (C) SO (CROSS-LISTED IN HISTORY)
A.Isaacs/A.Kitroeff
An examination of the history and politics of civil war and revolution. A central concern is theories of revolution, guerrilla warfare and countereinsurgency, in light of Southern European (Greece and Spain) and Central American (El Salvador, Guatemala, and Nicaragua) experiences. Prerequisite: One course in history or one course in political science.

235 AFRICAN POLITICS (C) SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES AND GENDER AND SEXUALITY STUDIES AND PEACE, JUSTICE, AND HUMAN RIGHTS)
S.Wing
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. Prerequisite: One course in POLS or consent.

237 LATIN AMERICAN POLITICS (C) SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
A.Isaacs
Processes of political change in selected Latin American countries. Theoretical approaches will be combined with case studies in assessing processes of revolutionary change, military rule, and democratization. Prerequisite: One course in POLS or consent.

239 THE UNITED STATES AND LATIN AMERICA (C) SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
A.Isaacs
Prerequisite: One course in Pols or consent.

240 INTER-AMERICAN DIALOGUE (I) SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
A.Isaacs
Topic 2013: US-Mexico Relations: Security, Migration, Trade, Democracy and Human Rights. Examines major issues in Inter-American Relations from United States and Latin American perspectives. Conference format: Working in sub-committees, contributing to a collective policy report and writing individual papers, students explore the history and current state of policy in select issue areas and formulate alternatives, with the objective of promoting better understanding and enhancing mutual cooperation between the United States and Latin America. An outside evaluator critiques the policy report. Prerequisite: One course in political science or Latin American studies or consent of instructor.

242 WOMEN IN WAR AND PEACE (C) SO (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES AND PEACE, JUSTICE, AND HUMAN RIGHTS)
S.Wing
Analysis of the complex issues surrounding women as political actors and the ways in which citizenship relates to men and women differently. Selected cases from the United States, Africa, Latin America, and Asia are studied as we discuss gender, domestic politics, and international relations from a global perspective. Prerequisite: One course in POLS or consent.

247 POLITICAL ECONOMY OF DEVELOPING COUNTRIES (C) SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
S.Wing
Explores concepts and dynamics of political and economic reform in developing countries and the social and international context in which policy is formulated and implemented. Combines theories of development with case studies from Africa, Latin America and Asia. Prerequisite: One course in Comp Politics or Intl Relations or consent.

249 THE SOVIET SYSTEM AND ITS DEMISE SO (CROSS-LISTED IN ECONOMICS AND RUSSIAN)
V.Kontorovich
Prerequisite: Two one-sem courses in Econ, Pols, or Hist.

252 INTERNATIONAL POLITICS OF THE MIDDLE EAST (I) SO
B.Mendelsohn

253 INTRODUCTION TO TERRORISM STUDIES SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
B.Mendelsohn
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. Prerequisite: None.

256 THE EVOLUTION OF THE JIHADI MOVEMENT (I) SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
B.Mendelsohn
This course explores the evolution of the jihadi movement, focusing on its ideological development throughout the twentieth century, and the structural changes it has gone through since the jihad to drive the Soviets out of Afghanistan during the 1980s. Prerequisite: POLS 131, 151, or 161 or consent.
257 THE STATE SYSTEM (I) SO  
B.Mendelsohn  
Theoretical and policy issues growing out of the state system model of international politics. Selected case studies in foreign policy and international political economy and issues in regional sub-systems and North-South relations are also studied. Prerequisite: One course in International Pol or consent.

258 THE POLITICS OF INTERNATIONAL INSTITUTIONS (I) SO  
B.Mendelsohn  
The role of the United Nations and regional organizations in the settlement of international disputes; patterns of global bargaining in international institutions and regimes are considered. Prerequisite: One course in international politics or comparative politics or consent of instructor.

259 US FOREIGN POLICY (I) SO  
Staff  
Prerequisite: One course in International Relations or Comparative Government.

261 GLOBAL CIVIL SOCIETY (G) SO  
C.Borowiak  
An introduction to the theories and debates behind the concept of a global civil society, and the role of transnational civil society actors in shaping global governance. Case studies of specific transnational networks, movements, and coalitions will be examined. Prerequisite: One political science course or consent of instructor.

262 HUMAN RIGHTS AND GLOBAL POLITICS (G) SO  
C.Borowiak  
Critically examines the principles, history and practice underlying the international human rights regimes. Will explore theoretical debates over the cultural specificity of human rights, policy debates over national sovereignty and international law, and questions of accountability for human rights abuses. Attention will also be paid to the impact of globalization and the role of civil society in the human rights movement. Prerequisite: One political science course or consent of instructor.

265 POLITICS, MARKETS AND THEORIES OF CAPITALISM (G) SO  
C.Borowiak  
Theoretical approach to the role of politics and markets in modern capitalism. Draws from the history of political economic thought (including Adam Smith, Marx, Karl Polanyi, Schumpeter and Hayek) and from contemporary political economists to address the meanings of "capitalism" and the effects of global markets on domestic politics. Prerequisite: One political science course or consent of instructor.

266 SOVEREIGNTY SO  
C.Borowiak  
An examination of the concept sovereignty as it figures within, international politics and democratic theory. Explores the theoretical and historical origins of the concept as well as contemporary adaptations, challenges and critiques. Topics include the state system and international intervention, democratic authority and globalization, indigenous and food sovereignty, and proposals for post-sovereign forms of policy. Prerequisite: One 100 level course in POLS or consent.

272 DEMOCRATIC THEORY: MEMBERSHIP, CITIZENSHIP AND COMMUNITY (T) SO  
Staff  
Particular attention will be paid to questions of identity in the American context (Chicano/Latino, African-American, gay/lesbian, etc.) and the relationship between group identity and democracy in the critical examination of the relationship between democratic theory and practice. Topics include political freedom, civil disobedience and political obligation, civic and social equality, political legitimacy, and the relationship of the individual to the community. Prerequisite: One course in Pol Theory or Am Pol or consent.

315 PUBLIC POLICY ANALYSIS (A) SO  
Staff  
Prerequisite: Each student will select a public policy to analyze, looking at the nature of the problem being addressed as well as benefits, costs, and risks. Alternative policy solutions to the problem will be examined and a final proposal put forward. Prerequisite: Jr. or Sr. standing or consent.

316 RACE, POVERTY, AND THE U.S. WELFARE STATE SO  
Z.Oberfield  
This course is designed to help students gain a deeper understanding of the contours and politics of the U.S. welfare state - the cluster of policies designed to address poverty and inequality. Throughout the course, we will use the lens of race in understanding these policies and politics. Prerequisite: Junior and Senior standing or consent.

320 DEMOCRACY IN AMERICA (A) SO  
S.McGovern  
This seminar explores some of the most pressing challenges to American democracy today, including the intensification of ideological and partisan polarization, increasing economic inequality, ongoing constraints faced by marginalized groups, and concerns about the diminishing quality of citizen participation in politics. Prerequisite: Jr. or Sr. standing or consent.

325 GRASSROOTS POLITICS IN PHILADELPHIA (A) SO  
S.McGovern  
Advanced seminar on city politics, public policy, and grassroots activism. Traditional seminar format combined with an experiential learning component featuring internships with city government agencies,
public interest groups, or community-based organizations in Philadelphia. Prerequisite: Two courses in POLS or Urbn Stud. or consent. Course limited to Jrs. & Srs.

330 TOPICS IN COMPARATIVE POLITICS (C) SO (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)

S. Wing
Prerequisite: One course in Comp. Politics or consent.

333 INTERNATIONAL SECURITY SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

B. Mendelsohn
This course offers an introduction to the study of international security. It considers examples from history and addresses contemporary issues, while introducing and evaluating the political theories that have been used by scholars to explain those events. The principal goal of the course is to develop a general set of analytical approaches that can be used to gain insight into the nature of world politics - past, present and future. The first section introduces key conceptual issues and review main theoretical approaches in the field. The second section addresses specific issues in international security such as war, military doctrines, alliances, crisis, deterrence, grand strategy, and proliferation. Prerequisite: None

334 POLITICS OF VIOLENCE (C) SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)

A. Isaacs
Examines the evolution, the nature and the causes of violent, intra-state conflict. It pays attention to assessing alternative explanations that include the fear and insecurity provoked by failing states, resource scarcity and the spread of infectious disease and/or a manipulative and self-serving leadership. It places these conflicts in the context of writing about collective violence, revolutions and genocide and asks about the contribution and the responsibility of the international community to resolving civil strife. Prerequisite: Junior or senior standing or consent of instructor.

336 DEMOCRACY AND DEMOCRATIZATION (C) SO

A. Isaacs
The processes of democratization in historical and comparative perspective. It investigates the meaning of democracy and assesses factors that facilitate or impede democratic transition and durability; including strategies of elites, civil society and external actors, civil-military relations, institutional design and the relationship between democratization and economic transformation. Prerequisite: Jr. or Sr. standing or consent.

339 TRANSITIONAL JUSTICE: THE POLITICS OF ACCOUNTABILITY (C) SO

A. Isaacs
Challenges of transitional justice -- confronting human rights violations in the aftermath of violent conflict and repressive dictatorship. We will address questions raised in transitional justice studies, focusing on purpose, goals and implications, and assessing practical experiences with key transitional justice mechanisms, including truth commissions, trials and reparations. Prerequisite: Jr. or Sr. standing or consent.

340 POSTCOLONIALISM AND THE POLITICS OF NATION-BUILDING (C) SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)

S. Wing
An examination of the challenges of nation-building in postcolonial states. Explores ethnicity, democracy, citizenship and legal reform. Theoretical approaches are combined with case studies from Africa, Southeast Asia and other regions of the world. Prerequisite: Junior or senior standing or consent of instructor.

345 ISLAM, DEMOCRACY AND DEVELOPMENT (C) SO (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)

S. Wing
An examination of the political dynamics of Islam. Islam is analyzed with respect to democracy, human rights, cultural pluralism, and development. Case studies from Africa, Europe and other regions of the world will be explored. Prerequisite: Jr. or Sr. standing or consent.

350 TOPICS IN INTERNATIONAL POLITICS (I) SO

B. Mendelsohn
Prerequisite: A course in international or comparative politics or consent of instructor.

357 INTERNATIONAL RELATIONS THEORY: CONFLICT AND THE MIDDLE EAST (I) SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

B. Mendelsohn
Conflicts in the Middle East since World War I. Cleavages are discussed that have contributed to the emergence of violent conflicts in the region and discusses particular conflicts. Prerequisite: Jr. or Sr. standing or consent.

358 THE WAR ON TERRORISM (I) SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

B. Mendelsohn
Exposes students to the broad range of activities undertaken within the framework of the global war on terrorism and to enhance understanding of the diverse military and political challenges comprising this confrontation. The seminar surveys the multiple components of the war on terrorism and examines them through several relevant analytical prisms. The course also discusses the implications of the war on
terrorism for foreign policy and international relations theory. **Prerequisite:** Junior or Senior standing, or consent of instructor

### 361 DEMOCRACY AND GLOBAL GOVERNANCE (G) SO

C. Borowiak

Examination of contemporary theoretical and practical debates about the extension of democratic principles beyond the nation-state. This course will explore sources of legitimacy in world politics and consider innovative ways to cope with global power asymmetries and democratic deficits caused by globalization. **Prerequisite:** Junior or senior standing, or consent of instructor.

### 362 GLOBAL JUSTICE SO (CROSS-LISTED IN PEACE, JUSTICE, AND HUMAN RIGHTS)

C. Borowiak

An examination of issues of justice that cross national borders, including world poverty and global distributive justice, corporate accountability, humanitarian intervention, and global environmental justice. Readings chosen from recent works in political philosophy and globalization studies. **Prerequisite:** One POLS course at 100 & 200 level or consent.

### 365 SOLIDARITY ECONOMY MOVEMENTS SO

C. Borowiak

An intensive research seminar critically examining the politics, theory and social networks behind solidarity economy movements that seek to create solidarity-based alternatives to capitalism. Includes study of the fair trade movement, eco-villages, cooperative movements, and participatory budgeting, among other initiatives. **Prerequisite:** One 200-level political science course.

### 370 TOPICS IN POLITICAL THEORY (T) SO

Staff

**Prerequisite:** Jr. or Sr. standing or consent.

### 377 JUNIOR RESEARCH SEMINAR: POLITICAL ECONOMY SO (CROSS-LISTED IN ECONOMICS)

G. Parameeswaran

**Prerequisite:** ECON300, MATH114 (MATH121 is desirable)

### 379 FEMINIST POLITICAL THEORY (T) SO

Staff

An advanced seminar focusing on the ways in which feminist theory can inform and shape our understanding of Western political thought. **Prerequisite:** One course in political theory or consent of instructor.

### 400 SENIOR THESIS SO

Staff

This course consists of tutorials and intensive research, culminating in a senior thesis. **Prerequisite:** Limited to political science senior majors.

### 460 TEACHING ASSISTANT SO

B. Mendelsohn

480 Independent Study SO

S. Wing

### INTERMEDIATE COURSES

#### 286 Religion and American Public Life HU (Cross-listed in Religion)

T. Johnson

### COURSES OFFERED AT BRYN MAWR COLLEGE

- 101 Introduction to Political Science
- 111 Introduction to Peace and Conflict Studies
- 121 Introduction to American Politics
- 131 Comparative Politics
- 206 Conflict and Conflict Management: A Cross-Cultural Approach
- 211 Politics of Humanitarianism
- 216 China and the World: Implications of China’s Rise
- 220 Topics in Constitutional Law
- 222 Introduction to Environmental Issues: Policy Making in Comparative Perspective
- 223 Global Ethical Issues
- 228 Introduction to Political Philosophy: Ancient and Early Modern
- 231 Introduction to Political Philosophy: Modern
- 232 American Foreign Policy
- 240 Environmental
- 241 The Politics of International Law and Institutions
- 243 African and Caribbean Perspectives in World Politics
- 244 Great Empires of the Ancient Near East
- 245 Philosophy of Law
- 249 Political Economy of Development
- 250 Introduction to International Politics
- 251 Politics and the Mass Media
- 253 Feminist Theory
- 259 Comparative Social Movements in Latin America
- 262 Who Believes What and Why: the Sociology of Public Opinion
- 264 Politics of Global Commodities
- 273 Race and the Law in the American Context
- 278 Oil, Politics, Society, and Economy
- 282 The Exotic Other: Gender and Sexuality in the Middle East
- 283 Introduction to the Politics of the Modern Middle East and North Africa
- 286 Topics in the British Empire
- 287 Media and Politics: The Middle East Transformed
- 288 The Political Economy of the Middle East and North Africa
- 300 Three Approaches to the Philosophy of Praxis: Nietzsche, Kant and Plato
Comparative Public Policy
The Intelligence Community: Practice, Problems & Prospects
The Politics of Ethnic, Racial, and National Groups
Greek Political Philosophy: Ethics and Politics
Technology and Politics
Political Philosophy in the 20th Century
Transformations in American Politics, 1955-2000
Three Faces of Chinese Power: Money, Might, and Minds
Development Ethics
Advanced Issues in Peace and Conflict Studies: Utopias, Dystopias, and Peace
Culture and Ethnic Conflict
Feminism and Philosophy Spring 2014
Comparative Social Movements
Political Psychology of Group Identification
Erotica: Love and Art in Plato and Shakespeare
Topics in Political Philosophy
Education Politics & Policy
Gender, Work and Family
The United Nations and World Order
Persons, Morality and Modernity
Nietzsche, Self and
Religious Fundamentalism in the Global Era
Two Hundred Years of Islamic Reform, Radicalism, and Revolution
Democracy and Development
International Political Economy
State in Theory and History
U.S. Welfare Politics: Theory and Practice
The psychology program is designed to help students understand the causes, functions, development, and evolution of behavior and experience. It aims to integrate this understanding with biological, sociocultural, and philosophical perspectives on behavior. The department also emphasizes the development of competence in all aspects of psychological research, ranging from the creation of research questions to the analysis and reporting of research findings.

PSYCHOLOGY FACULTY
Professor Douglas A. Davis, Emeritus
Professor Sidney I. Perloe, Emeritus
Professor Marilyn G. Boltz
Professor Wendy F. Sternberg (on leave 2013-14)
Associate Professor Benjamin Le, Chair
Associate Professor Jennifer Lilgendahl (on leave 2013-14)
Assistant Professor Shu-wen Wang
Visiting Professor Thomas Wadden
Visiting Assistant Professor Seth Gillihan
Visiting Assistant Professor Elizabeth Gordon
Visiting Assistant Professor Mary Ellen Kelly
Visiting Assistant Professor Sarah Shuwairi

PSYCHOLOGY MAJOR REQUIREMENTS
(1) One semester of introductory psychology: Psyc 100 Foundations of Psychology.
(2) Psyc 200 Experimental Methods and Statistics, or Bryn Mawr Psyc 205.
(3) Six additional psychology courses beyond the introductory level, with at least one taken from each of the following groups:
   a) Social and Personality Psychology – 209, 215, 221, 224, 225, 242, 250, 325;
   b) Biological Psychology – 217, 221, 240, 250, 260, 350, 370;
(4) Two half-credit laboratory courses, which should be completed by the end of the junior year.
(5) One of the following senior thesis options:
   a) two semesters of empirical senior research or
   b) a one semester non-empirical senior thesis and an additional psychology course beyond the introductory level.

Students expecting to go on to graduate study in any area of psychology are strongly advised to choose the empirical research option. Equivalent courses at Bryn Mawr or other institutions (with permission of the department) are accepted as fulfilling major requirements.

PSYCHOLOGY 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 taken from two of the following groups:
   a) Social and Personality Psychology – 209, 215, 224, 225, 242, 250, 325;
   b) Biological Psychology – 217, 240, 250, 260, 350, 370;

CONCENTRATION IN NEURAL AND BEHAVIORAL SCIENCE
Haverford psychology majors may also elect to complete a minor in neuroscience. See catalog entry for Neuroscience Minor for relevant requirements.

PSYCHOLOGY REQUIREMENTS FOR HONORS
Honors will be awarded to majors who show exceptionally high attainment in their course work and whose work in Senior Research or Senior Thesis and related research courses are of superior quality.

PSYCHOLOGY COURSES
100 FOUNDATIONS OF PSYCHOLOGY SO
S.Shuwairi
Typically offered every Semester.

200 EXPERIMENTAL METHODS AND STATISTICS SO/QU
B.Le
Three hours lecture, one 90-minute lab/week plus time spent collecting data outside of scheduled lab hours. A general overview of the experimental method and its use in the psychological study of behavior, coupled with in-depth treatment of statistics as applied to psychology research. Lab exercises focus on designing experiments, collecting data, applying statistical methods (using a commercial data analysis software package), and presenting data through written assignments. Lottery preference to Psych Majors, Minors, NBS Concentrators and then by Class. Prerequisite: One semester of introductory psychology.

209 ABNORMAL PSYCHOLOGY SO
S.Gillihan
A review of major clinical and theoretical literature pertaining to the definition, etiology, and treatment of important forms of psychopathology. Lottery preference to Psych Majors, Minors, NBS
210 DEVELOPMENTAL PSYCHOLOGY
S. Shuwairi
An examination of human development, surveying the physical, cognitive, social and emotional changes individuals undergo from conception onward. Theoretical and empirical approaches to the growing person will be explored through lectures, readings in the primary research literature, and class discussions. Prerequisite: Psych 100, Foundations of Psychology.

213 MEMORY AND COGNITION SO
M. Boltz
An interdisciplinary study of ways in which memory and other cognitive processes manifest themselves in everyday life. Topics addressed include memory for faces and geographical locations; advertising; eyewitness testimony; autobiographical memory; metacognition; mood and memory; biological bases of cognition; human factors; decision-making; and cognitive diversity. Prerequisite: Psych 100 or consent. Typically offered in alternate years.

215 INTRODUCTION TO PERSONALITY PSYCHOLOGY SO
J. Lilgendahl
An examination of the fundamental issues and questions addressed by personality psychology, including: What is personality? What are its underlying processes and mechanisms? How does personality develop and change over time? What constitutes a healthy personality? This course will explore these questions by considering evidence from several major approaches to personality (trait, psychodynamic, humanistic, and social-cognitive), and it will encourage students to develop a dynamic understanding of human personality that is situated within biological, social, and cultural contexts. Lottery preference to Psych Sr Majors first, then Jr Majors then Minors in that order, and then by Class, Srs first, etc. Prerequisite: Psych 100 or consent.

217 BIOLOGICAL PSYCHOLOGY NA (CROSS-LISTED IN BIOLOGY)
S. Gillihan
Interrelations between brain, behavior, and subjective experience. The course introduces students to physiological psychology through consideration of current knowledge about the mechanisms of mind and behavior. Prerequisite: An intro course in Psych or Biol or consent.

220 THE PSYCHOLOGY OF TIME SO
M. Boltz
An examination of the various ways in which time is experienced and influences psychological behavior. Topics include: the perception of rhythm, tempo, and duration; temporal perspective; societal concepts of time; neural substrates of temporal behavior. Lottery preference to Psych Majors, then Minors, NBS Concentrators and then by Class. Prerequisite: Psychology 100 or consent of the instructor. Typically offered in alternate years.

222 EVOLUTIONARY PSYCHOLOGY SO
E. Gordon

224 SOCIAL PSYCHOLOGY SO
B. Le
This course is designed as an in-depth exploration into the field of social psychology. Topics including impression formation, perceiving groups, social identity, attitudes/persuasion, social influence, group processes, aggression/altruism, and interpersonal attraction will be discussed. In addition to these specific topic areas, overarching themes and theoretical issues within the field of social psychology will be emphasized throughout the course. Students will become familiar with the research that has contributed to the current social psychology knowledge base. Prerequisite: Psych 100 or consent. Lottery Pref: Psych Majors by year. For remaining slots: Sophs, Srs, Jrs, Frosh.

238 PSYCHOLOGY OF LANGUAGE SO (CROSS-LISTED IN LINGUISTICS)
M. Boltz
An interdisciplinary examination of linguistic theory, language evolution, and the psychological processes involved in using language. Topics include speech perception and production, processes of comprehension, language and the brain, language learning, language and thought, linguistic diversity, and conversational interaction. Prerequisite: Psychology 100 or consent of instructor.

242 CULTURAL PSYCHOLOGY SO
S. Wang
An examination of cultural variations in psychological processes, covering development, personality, social behavior, neuroscience and genetics, and acculturation and multiculturalism. Prerequisite: Foundations of Psychology (PSYC 100)

260 COGNITIVE NEUROSCIENCE NA
R. Compton
An examination of the neural basis of higher mental functions such as object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and the plasticity of the brain. Lottery preference to Psych Majors, Minors, NBS Concentrators and then by Class. Prerequisite: Psychology 100.

309 LABORATORY IN ABNORMAL PSYCHOLOGY SO
S. Gillihan
Training in research on emotion and personality, including issues related to methodology and data analysis such as the design of psychometrically sound measures, various modes of data collection, and the interpretation of data. Prerequisite: Psych 100, 200, and 209, Abnormal Psych (or concurrent enrollment in 209 or 215). Offered occasionally.
313 LABORATORY IN MEMORY AND COGNITION SO
M. Boltz
This half-credit laboratory will focus on the methods used to investigate the nature of perception, memory, and other cognitive behaviors. These various methodologies will be employed within a set of empirical studies designed to investigate particular topics within the field of cognition. Prerequisite: Psyc 100 and Psyc 200. Typically offered in alternate years.

315 LABORATORY IN PERSONALITY PSYCHOLOGY SO
J. Lilgendahl
An overview of methods used to conduct research on personality. Through lab activities and class projects, students will learn about important methodological topics within the study of personality, including measurement, reliability and validity, different modes of data collection (self-report questionnaires, interviews and narratives, observational and experimental approaches), and how to analyze and interpret personality data. Lottery preference to Psych Sr Majors first, then Jr Majors next, then Minors in that order and then by Class; i.e. Srs first, etc. Prerequisite: Psyc 200.

320 LABORATORY IN THE PSYCHOLOGY OF TIME SO
M. Boltz
An overview of the different methodologies used in the psychological study of time. During laboratory sessions, students will explore some different temporal phenomena through the use of the empirical method and both the collection and analysis of statistical data. Lottery preference to Psych Majors, Minors, NBS Concentrators and then by Class. Prerequisite: Psyc 100; Psyc 200; and prior or concurrent enrollment in Psyc 220. Typically offered in alternate years.

324 LABORATORY IN SOCIAL PSYCHOLOGY SO
B. Le
Students will become familiar with the methodological and measurement practices that are commonly employed in social psychological research. Both experimental and survey methodologies will be explored, with students completing activities and projects to gain relevant research experience. Prerequisite: Psyc 200.

325 THEORY AND RESEARCH IN DYADIC PROCESSES SO
B. Le
This course is designed as an in-depth examination of the field of close relationships. The major theories of close relationships 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 methodological concerns discussed within the context of each topic. Prerequisite: Psyc 100 or consent of instructor.

335 SELF AND IDENTITY SO
J. Lilgendahl
Who am I? How do I feel about myself? What is the story of my life? How people answer such questions and the implications of their answers, both over time and across situations in their lives, are at the heart of this course on self and identity. Through a combination of lecture and discussion, we will examine the literature on self and identity from multiple disciplinary perspectives (biological, developmental, personality, social, and clinical) and apply scientific concepts to the analysis of socially important issues, current events, popular culture, and our own life experiences. Specific topics to be addressed include self and identity development in childhood and adolescence, self-esteem and its consequences, gender and self, culture and ethnic identity development, stigmatized selves and prejudice, and the connection between self/identity and mental health. Prerequisite: Psyc 100 & one of the following: HC Psyc 210, 215, or 224 or BM Psyc 206 or 208.

342 LABORATORY IN CULTURAL PSYCHOLOGY SO
S. Wang
Provides hands-on research experience using qualitative and experimental methodologies to examine cultural psychology topics. Prerequisite: PSYC 100 and 200 and past or concurrent enrollment in Cultural Psychology (2xx).

351 EXPERIMENTAL RESEARCH AND FIELDWORK PROJECTS IN PSYCHOLOGY SO
Staff
Advanced level problems of hypothesis formation and definition, data collection, analysis, and report writing in laboratory and field settings. Before taking the course, students must have selected the problem on which they wish to work. Prerequisite: Consent of instructor.

360 LABORATORY IN COGNITIVE NEUROSCIENCE NA
R. Compton
An examination of methodologies used to study the neural basis of higher mental functions. Students will utilize both cognitive and electrophysiological (EEG, ERP) recording methods, and will examine methodological issues in hemodynamic neuroimaging and the study of patient populations. A half-credit course. Prerequisite: Psyc 100 and Psyc 200.

390 SENIOR THESIS SO
Staff
Open to senior psychology majors doing a one semester thesis in current semester. Prerequisite: Open to senior Psychology majors. Typically offered every semester.
391 Senior Research Tutorial in Cognition So
M. Boltz
Open to senior psychology majors. Prerequisite: Open to senior Psychology majors. Typically offered every Semester.

392 Senior Research Tutorial in Personality So
J. Lindendahl
Open to senior psychology majors. Prerequisite: Open to senior Psychology majors. Typically offered every Semester.

393 Senior Research Tutorial in Social Psychology So
B. Le
Open to senior psychology majors. Prerequisite: Open to Senior Psychology Majors. Typically offered every Semester.

394 Senior Research Tutorial in Biological Psychology Na
Staff
Open to senior psychology majors. Preference given to Neural and Behavioral Science concentrators. Prerequisite: Open to senior Psychology majors.

395 Senior Research Tutorial in Cognitive Neuroscience So
R. Compton
Prerequisite: Open to senior Psychology majors. Typically offered every Semester.

396 Senior Research Tutorial in Clinical Psychology So
S. Gillihan, S. Wang
Prerequisite: Open to Senior Psychology Majors

398 Senior Research in Cultural Psychology So
S. Wang
Prerequisite: Open to Senior Psychology Majors

399 Na
S. Shuaawari

Courses Offered at Bryn Mawr College

Most Bryn Mawr Psychology courses count toward the major at Haverford, with the following designations. Bryn Mawr Psychology courses that are not listed do count toward the major, but may not count toward core area requirements within the major.

Social and Personality Psychology Courses:
Psychology 208 Social Psychology
Psychology 209 Abnormal Psychology
Psychology 224 Cross-Cultural Psychology
Psychology 305 Psychological Testing
Psychology 351 Developmental Psychopathology

Cognitive Psychology Courses:
Psychology 212 Human Cognition
Psychology 323 Cognitive Neuroscience
Psychology 325 Judgment and Decision Making

Biological Psychology Courses:
Psychology 201 Learning Theory and Behavior
Psychology 218 Behavioral Neuroscience
Psychology 395 Psychopharmacology
The Department of Religion at Haverford views religion as a central aspect of human culture and social life. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science, and philosophy—as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religion is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas and practices that have decisively shaped human experience. They are encouraged to engage in the breadth of scholarship in the study of religion as well as to develop skills in the critical analysis of the texts, images, beliefs, and performances of various religious traditions, including Judaism, Christianity, Islam and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at Swarthmore. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at (http://www.haverford.edu/relg/index.html).

RELIGION FACULTY
STINT Visiting Assistant Professor Clemens Cavallin
Visiting Assistant Professor Supriya Ghandi
Professor Tracey Hucks
Associate Professor Terrence Johnson
Visiting Assistant Professor Alison Joseph
Professor Kenneth Koltun-Fromm
Associate Professor Naomi Koltun-Fromm
Visiting Assistant Professor Chlo Martinnez
Kies Family Associate Professor in the Humanities Anne M. McGuire
Mellon Post-Doc Donovan Schaefer
Visiting Assistant Professor Jamel Velji
Associate Professor Travis Zadeh

RELIGION MAJOR REQUIREMENTS
a. Six courses within one of the department’s three areas of concentration:

A. Religious Traditions in Cultural Context.
The study of religious traditions and the textual, historical, sociological, and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.

B. Religion, Literature, and Representation.
The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

C. Religion, Ethics, and Society.
The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help shape human societies.

These six courses within the area of concentration must include the department seminar in the major’s area of concentration: Religion 301 for Area A; Religion 303 for Area B; Religion 305 for Area C. Where appropriate and relevant to the major’s concentration program, up to three courses for the major may be drawn from outside the field of religion to count toward the area of concentration, subject to departmental approval.

b. Junior Colloquium: A required gathering of Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major adviser and bring copies of the completed worksheet to the meeting.

c. Senior Colloquium: A required gathering of Senior majors in the Fall semester with senior religion majors from Swarthmore College. We invite a recognized scholar in the field to lead an evening seminar in the study of religion.


e. At least four additional half-year courses drawn from outside the major’s area of concentration.

f. At least six of each major’s 11 courses must be taken in the Haverford religion department. Students studying to abroad should construct their programs in advance with the department. Students seeking religion credit for abroad courses should write a formal petition to the department upon their return and submit all relevant course materials. Petitioned courses should be included within the student’s designated area of concentration.

g. In some rare cases, students may petition the department for exceptions to the major
requirements. Such petitions must be presented to the department for approval in advance. h. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

REligion requirements for Honors
Honors and High Honors in religion are awarded on the basis of the quality of work in the major and in the Senior Thesis (399b).

Courses in Classical Studies Not Requiring Greek or Latin

209 Classical Mythology Hu (Cross-listed in Comparative Literature and Classical Studies)
B. Mulligan
Typically offered in alternate years.

Introductory Religion Courses

101 Introduction to the Study of Religion Hu
Staff
An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation. Typically offered in alternate years.

108 vocabularies of islam hu (Cross-listed in middle east and Islamic Studies)
J. Velji
Introduction to the foundational concepts of Islam and the diverse ways in which Muslims understand and practice their religion. Topics include scripture, prophethood, law, ritual, theology, mysticism, and art.

110 Sacred Texts and Religious Traditions Hu
S. Ghandi
An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.

118 Hebrew Bible: Literary Text and Historical Context Hu (Cross-listed in Middle East and Islamic Studies)
A. Joseph
The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological, and archaeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.

120 Jewish Thought and Identity Hu
K. Koltun-Fromm
An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel, and Plaskow. Offered occasionally.

121 Varieties of Judaism in the Ancient World Hu
N. Koltun-Fromm
From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community re-invented itself, often fragmenting into several versions at once. After the destruction of the temple, in 70 CE, one group, the rabbis, gradually came to dominate Jewish life. Why? This course will study those changes and developments which brought about these radical transformations. Typically offered in alternate years.

122 Introduction to the New Testament Hu
A. McGuire
An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical writings, in addition to the writings of the New Testament canon.

128 Reading Sacred Texts Hu (Cross-listed in Writing Program)
K. Koltun-Fromm
Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

129 The Lotus Sutra: Text, Image, and Practice Hu (Cross-listed in East Asian Studies and Writing Program)
Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

130 Material Religion in America Hu
K. Koltun-Fromm
An introduction to various forms of religious material practices in America. We will examine how persons and communities interact with material objects and media to explore and express religious identity. Topics may include religion and sports, dance and ritual, food and dress, and the visual arts. Typically offered in alternate years.

132 VARIETIES OF AFRICAN AMERICAN RELIGIOUS EXPERIENCE HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
T.Hucks
This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.

137 BLACK RELIGION AND LIBERATION THEOLOGY HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
S.Sears
An introduction to the theological & philosophical claims raised in Black Religion & Liberation Thought in 20th C America. In particular, the course will examine the multiple meanings of liberation within black religion, the place of religion in African American struggles against racism, sexism and class exploitation and the role of religion in shaping the moral and political imaginations of African Americans.

155 THEMES IN THE ANTHROPOLOGY OF RELIGION SO (CROSS-LISTED IN ANTHROPOLOGY AND AFRICAN AND AFRICANA STUDIES)
Z.Ngwane
Offered occasionally.

169 BLACK RELIGION AND LIBERATION THOUGHT: AN INTRODUCTION HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
T.Johnson
An introduction to the central concepts of Black liberation thought in 20th century America. The aim is to determine what defines the field and evaluate its contribution to theology and philosophy. Readings from theological, philosophical and literary sources.

INTERMEDIATE RELIGION COURSES

200 RELIGION AND LIBERALISM HU (CROSS-LISTED IN POLITICAL SCIENCE)
T.Johnson
An examination of political liberalism in debates on religion, democracy and tradition. Particular attention is given to the relationship between liberal and theological responses to debates on individual rights and the common good.

201 INTRODUCTION TO BUDDHISM HU (CROSS-LISTED IN EAST ASIAN STUDIES)
H.Glassman

202 THE END OF THE WORLD AS WE KNOW IT HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
J.Velji
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.

203 THE HEBREW BIBLE AND ITS INTERPRETATIONS HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
N.Koltun-Fromm
This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them. Typically offered in alternate years.

206 HISTORY AND LITERATURE OF EARLY CHRISTIANITY HU
A.McGuire
The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine. Typically offered in alternate years.

212 JERUSALEM: CITY, HISTORY AND REPRESENTATION HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
N.Koltun-Fromm
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. Prerequisite: none

214 PROPHETIC IMAGINATIONS IN THE AMERICAN TRADITION HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
T.Johnson
An examination of prophecy as a form of social criticism in colonial and contemporary America. The course identifies the prophetic tradition as an extension of the American Jeremiad. Particular attention is given to Reinhold Niebuhr and Martin Luther King Jr.

**215 THE LETTERS OF PAUL HU**
A. McGuire

Close reading of the thirteen letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity.

**216 IMAGES OF JESUS HU**
A. McGuire

Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course will focus primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic, and cinematic images of Jesus will also be considered.

**218 THE DIVINE GUIDE: AN INTRODUCTION TO SHI'ISM HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)**
T. Zadeh

An exploration of the religious, social, and political dimensions of Shi'i Islam, from its early formation until the modern period. Topics include: authority and guidance; theology and jurisprudence; messianism and eschatology; scriptural exegesis; ritual and performance; gender; intersections between religion and politics. Prerequisite: No

**221 WOMEN AND GENDER IN EARLY CHRISTIANITY HU (CROSS-LISTED IN GENDER AND SEXUALITY STUDIES)**
A. McGuire

An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities. Typically offered in alternate years.

**222 GNOSTICISM HU**
A. McGuire

The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts. Typically offered in alternate years.

**224 SOCIOLOGY OF RELIGION SO (CROSS-LISTED IN SOCIOLOGY)**
V. Life

231 Religious Themes in African American Literature HU (Cross-listed in African and Africana Studies)

**234 THE QURAN HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND MIDDLE EAST AND ISLAMIC STUDIES)**
T. Zadeh

Overview of the Qur'an, the scripture of Islam. Major themes include: orality, textuality, sanctity and material culture; revelation, translation, and inimitability; calligraphy, bookmaking and
architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike.

250 JEWISH IMAGES, IMAGINING JEWS HU
K.Koltun-Fromm
An exploration of how Jews imagined themselves, and how others imagined Jews, through various works of art (literature, film, sculpture, painting, and photography), with particular focus on modern American visual culture.

251 COMPARATIVE MYSTICAL LITERATURE HU
J.Velji
Readings in medieval Jewish, Christian and Islamic mystical thought, with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories.

256 ZEN THOUGHT, ZEN CULTURE, ZEN HISTORY HU (CROSS-LISTED IN EAST ASIAN STUDIES AND HISTORY)
H.Glassman

260 GETTING MEDIEVAL: TOLERANCE, PERSECUTION, AND RELIGIOUS VIOLENCE HU
T.Zadeh
Explores literary and philosophical exchanges, alongside religious violence and persecution, amongst Jews, Christians, and Muslims in late Antiquity and the Middle Ages. Prerequisite: None.

264 RELIGION AND VIOLENCE HU
J.Velji
Drawing on rich anthropological and theological traditions, this course will explore the logic, function and rhetoric of phenomena such as sacrifice, martyrdom, and scapegoating. Our efforts to understand touchstone works of modern philosophy and anthropology will be aided by the screening of thematically related movies.

277 MODERN CHRISTIAN THOUGHT HU
Staff
The impact of modernity on traditional Christian thought in the Nineteenth Century West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, and others.

281 MODERN JEWISH THOUGHT HU
K.Koltun-Fromm

284 AMERICAN JUDAISM HU
K.Koltun-Fromm
An exploration of the cultural, social, and religious dynamics of American Judaism. The course will focus on the representation of Jewish identity in American culture, and examine issues of Jewish material, gender, and ritual practices in American history. We will study how Jews express identity through material objects, and how persons work with objects to produce religious meaning. Prerequisite: None

286 RELIGION AND AMERICAN PUBLIC LIFE HU (CROSS-LISTED IN POLITICAL SCIENCE)
T.Johnson
This course examines the role of Christianity in shaping America’s religious identity(ies) and democratic imagination(s). The course will also examine whether, if at all, citizens are justified in retrieving their religious commitments in public debates.

299 THEORETICAL PERSPECTIVES IN THE STUDY OF RELIGION HU
S.Sears
Description: An introduction to theories of the nature and function of religion from theological, philosophical, psychological, anthropological, and sociological perspectives. Readings may include: Schleiermacher, Marx, Nietzsche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Berger, Haraway.

RELIGION SEMINARS AND INDEPENDENT STUDY

111 INTRODUCTION TO HINDUISM HU
C.Cavallin
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.

217 ISLAMIC HISTORY BEYOND MODERNITY HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
T.Zadeh
This course offers a survey of Islamic civilization, from the aftermath of the Mongol invasions until the emergence of postcolonial states. Prerequisite: n/a

225 FOUNDATIONS OF ISLAMIC HISTORY HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
T.Zadeh
This course presents a survey of Islamic civilization, from the rise of Islam in Arabia in the seventh century until the aftermath of the Mongol invasions, continuing on until the fourteenth century. Prerequisite: n/a

301 SEMINAR IN RELIGIOUS TRADITIONS IN CULTURAL CONTEXT HU
T.Zadeh
Typically offered every Fall.
302 CHRISTIANS, MUSLIMS, AND JEWS: RELIGION AND LITERATURE IN MEDIEVAL SPAIN HU
T. Zadeh
An exploration of literary and cultural exchanges between Jews, Christians and Muslims in Medieval Spain. Topics include: literary traditions, translation movements, philosophy, martyrdom, pilgrimage, the Reconquista, the Inquisition, orthodoxy/heterodoxy, religious persecution and intolerance.

303 SEMINAR IN RELIGION, LITERATURE, AND REPRESENTATION HU
A. McGuire
Typically offered every Fall.

305 SEMINAR IN RELIGION, ETHICS, AND SOCIETY HU
T. Hucks
Typically offered every Fall.

306 OF MONSTERS AND MARVELS: WONDER IN ISLAMIC TRADITIONS HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh
From contemplating the cosmos to encountering the monstrous, this course explores the place of wonder in Islamic traditions through readings from the Qur'an, exegesis, prophetic traditions, popular literature, travel narratives, descriptive geography, philosophy and theology. Prerequisite: Consent

307 IMAGINING ISLAM: ICON, OBJECT, AND IMAGE HU (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh
Explores the place of material and visual culture in Islam, examining how Muslims have conceptualized and deployed material and visual forms of religious expressions in a number of historical contexts. Prerequisite: None

308 MYSTICAL LITERATURES OF ISLAM HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND MIDDLE EAST AND ISLAMIC STUDIES)
T. Zadeh
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.

310 SEX AND GENDER IN JAPANESE BUDDHISM HU (CROSS-LISTED IN EAST ASIAN STUDIES)
H. Glasman

331 THEORETICAL APPROACHES TO THE STUDY OF BLACK RELIGION HU
T. Johnman

332 SEMINAR: THEORETICAL APPROACHES TO THE STUDY OF BLACK RELIGION HU (CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES)
T. Hucks
This course will explore various theoretical approaches pertaining to the academic study of black religion. Major issues and debates addressed within the course include: syncretism, origins and retentions, accommodation vs. resistance, womanist challenges to black theology, and black church vs. extra-church orientations.

338 SEMINAR IN AMERICAN CIVIL RELIGION HU
Staff

343 SEMINAR IN RELIGIONS OF ANTIQUITY AND BIBLICAL LITERATURE HU
A. McGuire

349 SEMINAR IN MODERN JEWISH THOUGHT HU
K. Koltun-Fromm
Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: Consent.

353 SEMINAR IN ISLAMIC PHILOSOPHY AND THEOLOGY HU
T. Zadeh
An examination of various modalities of hidden knowledge and their social implications. Examples derive mostly from the premodern period. Prerequisite: Consent of the Instructor

399 SENIOR SEMINAR AND THESIS HU
McGuire/Hucks/Koltun-Fromm/Koltun-Fromm/Sear
http://www.haverford.edu/religion/faculty/jdawson
Prerequisite: Open only to Senior Religion Majors.
460 TEACHING ASSISTANT HU
T. Hucks
Prerequisite: Permission of Instructor.

480 INDEPENDENT STUDY HU
C. Martinez
Conducted through individual tutorial as an independent reading and research project.
Students may complete a major in Romance Languages.

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.

**ROMANCE LANGUAGES FACULTY**
Grace M. Armstrong, French and Francophone Studies
María Cristina Quintero, Spanish
Roberta Ricci, Italian
Enrique Saverio-Gari, Hispanic and Hispanic-American Studies

**ROMANCE LANGUAGES MAJOR REQUIREMENTS**
The requirements for the major are a minimum of nine courses, including the Senior Conference or senior essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French (offered at Haverford in 2012-2013; see the Tri-Co Course Guide).

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

**First Language and Literature**

**French**
FREN 101-102 or 101-105; or 005-102 or 005-105.
Four literature courses at the 200 level.
FREN 260 (BMC) or 212 (HC).
Two courses at the 300 level.

**Italian**
ITAL 101, 102.
Four courses at the 200 level.
Three courses at the 300 level.

**Spanish**
SPAN 200.
SPAN 202.
Four courses at the 200 level.

**Second Language and Literature**

**French**
FREN 101-102 or 101-105; or 005-102 or 005-105.
Two literature courses at the 200 level.
FREN 260 (BMC) or 212 (HC).
One course at the 300 level.

**Italian**
ITAL 101, 102.
Two literature courses at the 200 level.
Two literature courses at the 300 level.

**Spanish**
SPAN 200.
SPAN 202.
Two courses at the 200 level.
Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).* When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above.** When Italian is chosen, students must take ITAL 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.

* In order to receive honors, students whose first language is Spanish 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 or senior essay.

*** In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 399).
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.

RUSSIAN FACULTY

At Haverford:
Linda G. Gerstein, Professor
Vladimir Kontorovich, Professor

At Bryn Mawr:
Elizabeth C. Allen, Professor
Sharon Bain, Lecturer
Dan E. Davidson, Professor
Timothy C. Harte, Associate Professor and Chair
Natasha Hayes, Lecturer and Instructional Assistant
Marina Rojavin, Lecturer
Ekaterina Tarkhanova, Instructional Assistant

RUSSIAN MAJOR REQUIREMENTS
A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, (Senior Essay), or RUSS 399, (Senior Conference).

Majors are encouraged to pursue advanced language study in Russia in summer-, semester- or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

RUSSIAN 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.

RUSSIAN 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.

RUSSIAN COURSES

RUSS B001 Elementary Russian Intensive
D. Davidson/N. Hayes
Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

RUSS B002 Elementary Russian Intensive
S. Bain/N. Hayes
Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

RUSS B101 Intermediate Russian
S. Bain/N. Hayes
Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.

RUSS B102 Intermediate Russian
S. Bain/N. Hayes
Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.

RUSS B112 The Great Questions of Russian Literature

This course examines profound questions about the nature and purpose of human existence raised by preeminent 19th- and 20th-century Russian authors in major literary works, including Bulgakov’s The Master and Margarita, Chekhov’s The Seagull and The Cherry Orchard, Dostoevsky’s The Brothers Karamazov, Solzhenitsyn’s One Day in the Life of Ivan Denisovich, Tolstoy’s War and Peace, and Turgenev’s Sketches from a Hunter’s Album. Discussions address the definition of good and evil, the meaning of freedom, the role of rationality and the irrational in human behavior, and the relationship of art to life. No knowledge of Russian is required.
RUSS B115 The Golden Age of Russian Literature
Staff
An introduction to the great 19th-century Russian authors and some of their most famous, seminal works, including Pushkin's "The Queen of Spades" and Eugene Onegin, Gogol's "The Inspector General" and "The Overcoat", Turgenev's Fathers and Sons, Dostoevsky's "The Double" and "White Nights" and Tolstoy's Childhood, Boyhood and Youth. All readings, lectures, and discussions are conducted in English.

RUSS B120 Russian Memoirs: Seeking Freedom Within Boundaries
Staff
This course examines memoirs by Russian women who either have spent time as political or wartime prisoners or have challenged socially constructed boundaries through their choice of profession. Students will explore the socio-historical contexts in which these women lived and the ways in which they created new norms in extraordinary circumstances. No knowledge of Russian is required.

RUSS B125 Monsters and Masterpieces: Russia's Age of Enlightenment
Staff
This course explores Russia's first museums and research institutions, such as Peter I's Kunstkamera, the Academy of Sciences and the Hermitage. It examines the ways they transformed Russia's intellectual and cultural landscape by challenging deeply rooted beliefs about God and the natural world during the Russian Enlightenment. No knowledge of Russian is required.

RUSS B201 Advanced Russian
M. Rojavin
Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

RUSS B202 Advanced Russian
M. Rojavin
Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

RUSS B212 Russian Literature in Translation
Staff
This is a topics course. Topics vary. All readings, lectures and discussions in English.

RUSS B215 Russian Avant-Garde Art, Literature and Film (Cross-listed as HART-B215)
Staff
This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required. Counts towards Film Studies.

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.

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.

RUSS B225 Dostoevsky: Daydreams and Nightmares
E. Allen
A survey of novels, novellas and short stories highlighting Dostoevsky's conception of human creativity and imagination. Texts prominently portraying dreams, fantasies, delusions and visual and aural hallucinations, as well as artists and artistic creations, permit exploration of Dostoevsky's fundamental aesthetic, psychological, and moral beliefs. Readings include The Brothers Karamazov, The Double, The Idiot, Notes from Underground and White Nights.

RUSS B235 The Social Dynamics of Russian
N. Hayes
An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: RUSS 201, 202, may be taken concurrently.

RUSS B238 The History of Cinema 1895 to 1945
Silent Film: From the United States to Soviet Russia and Beyond (Cross-listed as ENGL B238, COML B238 and HART B238)
Staff
This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction...
and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution.

RUSS B253 Theory in Practice: Critical Discourses in the Humanities (Cross-listed as ITAL B213, COML B213, ENGL B213, FREN B213, GERM B213, HART B213 and PHIL B253)

Staff
An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

RUSS B254 Russian Culture and Civilization
S. Bain
A history of Russian culture—its ideas, value and belief systems—from the origins to the present that integrates the examination of works of literature, art and music.

RUSS B258 Soviet and Eastern Europe Cinema of the 1960s
T. 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. Counts towards Film Studies.

RUSS B261 The Russian Anti-Novel (Cross-listed as COML B261)

Staff
A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Bulgakov, Dostoevsky, Nabokov, Pushkin and Tolstoy are compared to Jane Austen’s Pride and Prejudice and other exemplars of the Western novelistic tradition. All readings, lectures, and discussions in English.

RUSS B271 Chekhov: His Short Stories and Plays in Translation
T. Harte
A study of the themes, structure and style of Chekhov’s major short stories and plays. The course will also explore the significance of Chekhov’s prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English.

RUSS B277 Nabokov in Translation (Cross-listed as ENGL B277)

Staff
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.

RUSS B305 Advanced Russian: Syntax and Style

Staff
This course focuses on stylistic variations in oral and written Russian. Examples are drawn from contemporary film, television, journalism, fiction and nonfiction. Emphasis is on expansion and refinement of speaking and writing skills.

RUSS B306 Advanced Russian: Syntax and Style

Staff
This course focuses on stylistic variations in oral and written Russian. Examples are drawn from contemporary film, television, journalism, fiction and nonfiction. Emphasis is on expansion and refinement of speaking and writing skills.

RUSS B309 Russian Language and Culture Through Interactive Learning

Staff
A course in which Russian students of English and Tri-Co students of Russian learn from each other through guided discussions on topics chosen by the instructor. Tri-Co students are required to attend weekly meetings with the instructor.

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 RUSS 221; students enrolled in 321 will meet with the instructor for an additional hour to study texts in the original Russian.

RUSS B343 Russian Avant-Garde Culture: 1890 — 1935

Staff
This seminar focuses on the radical, “avant-garde” transformations that occurred in Russian culture at the beginning of the 20th century. Particular emphasis will be placed on how the interaction of artists in a variety of media resulted in one of Russian culture’s most innovative periods. Seminar discussion will cover the painting, poetry, prose, music, ballet and film produced in Russia between 1890 and 1932. Topics include Russia’s reevaluation of its cultural heritage through neo-primitive art; the Russian avant-garde’s mystical, Eastern underpinnings; the primitiveness of music for avant-garde artists; and the emergence of abstract, dynamic art.

RUSS B375 Language and Identity Politics of Language in Europe and Eurasia
D. Davidson
A brief general introduction to the study of language policy and planning with special emphasis on the Russophone world, the newly independent states of the former Soviet Union. Surveys current theoretical
approaches to bilingualism and language shift. Analyzes Soviet language and nationality policy using published census data for the Soviet period through 1989. Focus on the current “language situation” and policy challenges for the renewal of functioning native languages and cultures and maintenance of essential language competencies, lingua franca, both within the Russian Federation and in the “Near Abroad.”

RUSS B380 Seminar in Russian Studies
N. Hayes
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. Prerequisite: RUSS 201 and one 200-level Russian literature course.

RUSS B390 Russian for Pre-Professionals I
M. 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. Prerequisite: study abroad in Russia for at least one summer; preferably one semester; and/or certified proficiency levels of “advanced-low” or “advanced-mid” in two skills, one of which must be oral proficiency.

RUSS B391 Russian for Pre-Professionals II
M. 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.

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.

RUSS B399 Senior Conference
S. Bain
Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations and examinations.

RUSS B403 Supervised Work
D. Davidson/E. Allen

RUSS B701 Supervised Work
D. Davidson
Offered in Spring 2013.
Sociology courses help 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, to develop and to 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 from them a theoretical and methodological rigor and sophistication within the approaches that they study and adopt.

**Sociology Faculty**

Professor Mark Gould, chair
Assistant Professor Lisa McCormick
Assistant Professor Anat Yom-Tov
Visiting Professor Victor Lidz
Associate Professor William F. Hohenstein, emeritus

**Sociology Major Requirements**

A total of at least eleven courses, including SOCL 155a and 155b (two semesters of Foundations in Social Theory); SOCL 215a, ECON 203, or the equivalent (quantitative methods, statistics); SOCL 450a and 450b (senior thesis); plus six additional courses in sociology. Students should consult their advisor about the possibility of receiving major credit for sociology courses taken at other campuses, including, but not limited to, Bryn Mawr, Swarthmore and the University of Pennsylvania. Normally, such credit will be granted if the courses enhance the integrity of a program grounded in the Haverford curriculum.

**Sociology Minor Requirements**

A total of at least six courses, including SOCL 155a and 155b (Foundations in Social Theory); SOCL 215a (Quantitative Methods, or the equivalent), plus at least three 200 and/or 300 level courses in the department. No more than four courses may be taken with a single professor.

**Sociology Courses**

110 SOCIOLoGY AND PHILOSOPHY SO

M. Gould

An examination of the relationships between normative and empirical theory, focusing on the contribution of empirical theory to the resolution of normative questions. Offered occasionally.

133 SOCIAL PROBLEMS SO

S. Kwon

This course is designed to identify the nature and severity of social problem and to evaluate proposed solutions to such problems. The goal of this class is to provide basic tools to answer questions such as the following: What constitutes a social problem? Who defines when something is a social problem? Why do some social problems receive so much attention, while others are ignored? Under what conditions do different types of social problems emerge? In this course, students will learn to think critically about a variety of social problems in our society and about the strategies and policies designed to solve problems such as poverty, crime, wage inequality, educational inequality, racism and sexism. Students will learn to criticize popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

155 FOUNDATIONS IN SOCIAL THEOREY SO

L. McCormick

An examination of classical and Marxist sociological theory as an exemplification of how we might do sociology today. Students may take either semester for credit, but majors must take both semesters of the course. 155a focuses on social structure, emphasizing the work of Marx and Weber. 155b deals primarily with the interrelationships between social structure, personality and culture, focusing on the work of Durkheim, Freud, Mead, and Pflüger. There is some variation between different sections of the course.

207 INTERNAL DISORDER: DEVIANCE AND REVOLUTION SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)

M. Gould

Offered occasionally.

215 QUANTITATIVE METHODS SO/QU

Staff

An introduction to the use of statistics in sociological research. Prerequisite: Soc 155 a or b or permission of instructor.

222 SOCIOLOGY OF RELIGION SO

V. Lidz

The sociology of religion involves study of the core content of the normative orders of societies: how is such content formed, how does it develop over long periods of time, and what part does religion play in these processes? The course will take up these questions in a broadly comparative perspective derived from the writings of figures such as Max Weber, Talcott Parsons, S. N. Eisenstadt, and Robert N. Bellah. The course will begin with the theories of Emile Durkheim that probed deeply the strategic role that religion has played in the basic formation of
human society. We will then examine selected works from Weber’s comparative studies of civilizations that gave rise to and were reformed by ‘world religions.’ For the remainder of the semester, we will reconsider these foundational works in relation to more recent scholarship to develop a comparative and developmental framework for the study of religion in its relationship to the normative orders and institutional complexity of ‘historic’ and ‘modern’ societies and civilizations. A principal goal will be to evaluate key elements of Weber’s thesis about how different “directions” in the rationalization of religious ethics have shaped the developmental course of major civilizations. The course will culminate with a critical reading of the recent writings of the foremost contemporary sociologist of religion, Robert N. Bellah.

224 SOCIOLOGY OF RELIGION SO
(CROSS-LISTED IN RELIGION)
V. Lidz
The sociology of religion involves study of the core content of the normative orders of societies: how is such content formed, how does it develop over long periods of time, and what part does religion play in these processes? The course will take up these questions in a broadly comparative perspective derived from the writings of figures such as Max Weber, Talcott Parsons, S. N. Eisenstadt, and Robert N. Bellah. The course will begin with the theories of Emile Durkheim that probed deeply the strategic role that religion has played in the basic formation of human society. We will then examine selected works from Weber’s comparative studies of civilizations that gave rise to and were reformed by ‘world religions.’ For the remainder of the semester, we will reconsider these foundational works in relation to more recent scholarship to develop a comparative and developmental framework for the study of religion in its relationship to the normative orders and institutional complexity of historic and modern societies and civilizations. A principal goal will be to evaluate key elements of Weber’s thesis about how different “directions” in the rationalization of religious ethics have shaped the developmental course of major civilizations. The course will culminate with a critical reading of the recent writings of the foremost contemporary sociologist of religion, Robert N. Bellah.

233 TOPICS IN SOCIOLOGY:
DURKHEIM AND THE DURKHEIMIANS SO
V. Lidz
Prerequisite: Soc 155 a or b or permission of instructor.

235 CLASS, RACE, AND EDUCATION SO
(CROSS-LISTED IN AFRICAN AND AFRICANA STUDIES AND PEACE, JUSTICE, AND HUMAN RIGHTS)
M. Gould
An examination of the effects of class and race on educational and occupational outcomes, emphasizing the contemporary United States.

237 TOPICS IN HISTORICAL SOCIOLOGY SO (CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
M. Gould
244 Self and Society SO
L. McCormick
An examination of the historical, cultural, embodied, and interactional contexts in which selfhood is defined, experienced, and enacted. Particular emphasis on the perspectives of symbolic interactionism, social constructionism, and ethnmethodology to analyze the processes and settings in which selfhood is constituted, disrupted, and transformed. Typically offered in alternate years.

252 SOCIAL CHANGE SO
Staff
Prerequisite: Sociology 155a or b, or consent of instructor.

257 SOCIOLOGY OF THE ARTS SO
(CROSS-LISTED IN MUSIC)
L. McCormick
An introduction to sociological perspectives on the arts. Topics include the relationship between art and social structure, the social sources of aesthetic meaning, the social consequences of artistic classifications and representations, the use of art to construct and undermine social boundaries, the social relations of creating, producing, evaluating, and consuming art, the functions of art in everyday life, and the potential for art to promote social change. Typically offered in alternate years.

260 CONTEMPORARY ISSUES IN IMMIGRATION SO
A. Yom-Tov
This course is designed to cover the main areas of social science research on immigration. It will advance an understanding of processes of migration and the effects of immigration, while evaluating competing and complementary theoretical frameworks explaining these migratory processes.

266 INEQUALITY IN LABOR MARKETS SO
A. Yom-Tov
The course provides a conceptual and theoretical framework for understanding labor market inequality in the United States. Students will compare and contrast sociological theories and arguments with the economic theories that have had an impact on the sociological study of trends in the levels of inequality, the nature of employment, disparities in access to employment, gender and racial inequality.

275 SOCIOLOGY OF FORMAL ORGANIZATIONS SO
Staff
This course is aimed as an introduction to classical and contemporary sociological research on organizations. Prerequisite: Soc 155a or b or consent of the instructor. Typically offered in alternate years.
277 POLITICAL SOCIOLOGY SO
M. Gould
Typically offered in alternate years.

297 ECONOMIC SOCIOLOGY SO
(CROSS-LISTED IN ECONOMICS)
M. Gould
The sociological analysis of economic systems and the sociological reconstruction of microeconomic theory.
Prerequisite: Soc 155 a or b & Econ 105 or 106 or consent. Typically offered in alternate years.

298 LAW AND SOCIOLOGY SO
(CROSS-LISTED IN MIDDLE EAST AND ISLAMIC STUDIES)
M. Gould
An examination of the jurisprudential consequences derived from the sociological reconstruction of microeconomic and philosophical theories. Topic for Spring, 2012: Islamic Constitutionalism. Typically offered in alternate years.

320 ADVANCED QUANTITATIVE METHODS FOR SOCIOLOGISTS
SO/QU
A. Yon-Tov
Advanced statistical methods and regression analyses
Prerequisite: Sociology 215 or equivalent. The course assumes knowledge of descriptive statistics, correlations, the theory of estimation and hypothesis testing. Previous exposure to regression would be an advantage.

356 SEMINAR IN SOCIAL THEORY
SO
M. Gould, Staff
Prerequisite: Soc 155 a or b.

450 SENIOR DEPARTMENTAL STUDIES SO
M. Gould, Staff
Thesis work, two semesters required of majors in their senior year.

460 TEACHING ASSISTANT SO
M. Gould
Students may act as assistants in certain courses that they themselves have already completed. Responsibilities may include the opportunity to lead discussions, informal teaching assistance, a short list of advanced reading and a paper on an agreed topic.

480 INDEPENDENT STUDY SO
L. McCormick
Research papers and reading courses on special topics related to the individual interests of advanced students
Prerequisite: The instructor’s approval of a research or reading proposal.
The department of Spanish aims to give students a thorough knowledge of the Spanish language and the ability to understand and interpret Spanish and Spanish American texts and cultures. In order to accomplish these general goals, the department offers a broad range of courses:

1) Elementary and Intermediate language courses, which 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. Please note that language courses taught in the Spanish department require attendance to all classroom sessions and all tutorials. Successful language learning demands continuous study and practice, and tutorials provide crucial complementary activities to fulfill this goal. Classroom and tutorial participation are integral parts of the coursework and therefore will be part of the final grade (SPAN 001–002, 100, 101, and 102).

2) Language instruction is followed by courses in literature, film, culture and civilization, and linguistics that introduce writers and significant themes as well as further develop Spanish language skills in reading, writing, speaking, and oral comprehension (Spanish courses at the 200 level).

3) Advanced offerings that explore in greater depth a specific line of inquiry, literary, cultural or historical issue, or theme in Spanish and Spanish American writing and thought (Spanish courses at the 300 level).

4) Courses taught 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 (e.g., SPAN/GNST 240: Latin American and Iberian Culture and Civilization; SPAN/COML 250: Quixotic Narratives; and SPAN 266: Iberian Orientalism and the Nation).

All students are expected to enroll in Spanish department courses at the level of placement as determined by the department at the beginning of every academic year. On occasion, requests by individual students to be moved to a higher or lower placement level will be considered, after close and detailed consultation with the student’s advisor, the course instructor and the department chairperson. Placement test results are otherwise mandatory.

SPANISH FACULTY
Barbara Riley Levin Professor of Spanish
Israel Burshatin
Associate Professor Roberto Castillo Sandoval
Visiting Associate Professor Ariana Huberman
Associate Professor Graciela Michelotti
Assistant Professor Ana López-Sánchez
Assistant Professor Aurelia Gómez Unamuno

SPANISH MAJOR REQUIREMENTS
Six courses in Spanish and Spanish American literature or film are required for a major in Spanish, along with enrollment in the senior seminar, SPAN 490 (two semesters), 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.

SPANISH 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.

Please note: Bryn Mawr courses SPAN B200 “Temas culturales” and SPAN B202 “Introducción al análisis literario” (formally cited at the 100 level) do not count for major or minor requirements.

SPANISH REQUIREMENTS FOR HONORS
Students who are considered qualified will be invited to become candidates for Departmental Honors during the second semester of their senior year. Honors candidates will be expected to do superior work in upper-level language and culture courses (3.7 average). Honors and High Honors are awarded on the basis of the quality of the senior thesis.

SPANISH COURSES
001 ELEMENTARY SPANISH Hu
A Huberman
Fall semester. Development of basic phonetic and structural skills. Greatest emphasis is placed on spoken Spanish, with grammar and written exercises, to develop oral proficiency. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. This is a two-semester course. Both semesters are needed to receive credit. Students must register in the same
section in the Spring semester even if the instructor changes. This section and 002B01 reserved for those who have not had Spanish before. Does not count toward the major. Typically offered every Fall.

002 ELEMENTARY SPANISH HU
A.Huberman
Spring semester. Development of basic phonetic and structural skills. Greatest emphasis is placed on spoken Spanish, with grammar and written exercises, to develop oral proficiency. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. This is a two-semester course. Both semesters are needed to receive credit. Prerequisite: Spanish 001. Does not count toward the major. Typically offered every Spring.

100 BASIC INTERMEDIATE HU
A.Huberman
A course for students who have achieved a basic knowledge of Spanish but have limited experience and/or confidence communicating in the language. Students will improve their conversational and writing skills while learning about the 'realities' of Spanish-speaking countries. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Prerequisite: Access only through placement exam. Does not count toward the major. Typically offered every Fall.

101 INTERMEDIATE SPANISH HU
A.Lopez-Sanchez
Review of conversational skills and grammar and development of writing abilities. Literature readings are combined with materials from magazines, newspapers, and films from Spain and Spanish America. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Prerequisite: Span 002, placement, or consent. Does not count toward the major. Typically offered every Fall.

102 ADVANCED INTERMEDIATE SPANISH HU
G.Michelotti
Refinement of writing and communicative skills. Readings are drawn from a variety of literary genres. Students are expected to involve themselves with Hispanic culture in order to improve and test their ability to use Spanish. The course meets for five hours a week: three hours (3) with the instructor and two (2) hours in mandatory tutorial sections. Prerequisite: Span 101, placement, or consent. Does not count toward the major. Typically offered every Fall.

110 SPANISH FOR HERITAGE SPEAKERS HU
A.Lopez-Sanchez
An introduction to the formal study of the Spanish language for heritage students: to reanimate the Spanish they have learned previously and develop it further, to acquire formal Spanish literacy skills, and to work with the students unique relationship to their cultural heritage. Prerequisite: Span 002, placement, or consent of the instructor. Does not count toward the major.

201 EXPLORING CRITICAL ISSUES THROUGH WRITING HU
A.Lopez-Sanchez
The course aims to provide students with the skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. Students will be engaged in discussions of, and write about topics such as identity, borders and migrations, and manifestations of violence. Prerequisite: SPAN 102, placement, or consent.

203 WRITING THE JEWISH TRAJECTORIES IN LATIN AMERICA HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
A.Huberman
"Jewish Gauchos," "Tropical Synagogues," "Poncho and Talmud," "Matza and Mate." This course will examine the native and diasporic worlds described in the apparent dichotomies that come together in the Latin American Jewish Literature. The class will trace the different trajectories of time, space and gender of the Jewish experience in Latin America, where issues of migration, memory and hybridization come to life through poetry, narrative and drama. Prerequisite: SPAN 102, placement, or consent of the instructor.

205 STUDIES IN THE SPANISH AMERICAN NOVEL HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
R.Castillo Sandoval
The course examines how the Gothic and the genre of horror manifest in Spain from the Romantic period to the present. It incorporates film and literary works from other national traditions to provide an understanding of the Gothic tradition of horror narratives and its expression in Spain. Prerequisite: SPAN 102, placement, or consent of the instructor. Typically offered in alternate years.

210 SPANISH AND SPANISH AMERICAN FILM STUDIES HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
G.Michelotti
Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the cinematic discourse as well as the cultural and historic background of each film. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. Prerequisite: SPAN 102, placement, or consent of the instructor.
214 WRITING THE NATION: 19TH-CENTURY LITERATURE IN LATIN AMERICA HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
A.Huberman, R. Castillo-Sandoval
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. This course fulfills the "pre-1898" requirement. Prerequisite: SPAN 102, placement, or consent of instructor.

221 NARRATING MODERN MEXICO HU
A.Gomez Unamuno
This course approaches the reconstruction of the nation after the Mexican Revolution and its relevance in foundational narratives. Through literary texts and visual production including the Mexican Muralism, photography and films, this course analyses the Mexican Revolution and the post-revolutionary process stressing the tensions, contradictions, and debts of the Mexican Revolution to rural sectors including campesino and indigenous groups.

222 RETHINKING LATIN AMERICA IN CONTEMPORARY NARRATIVE HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
A.Gomez Unamuno
This course explores literary texts and films produced after the 70’s that address political issues related to marginal subjects that previously were not "visible". The course is organized around different agendas such as "indigenismo", ethnic politics and indigenous movements, post-coloniality, subalternity, sexual diversity, migration and the border, drug trafficking, and gender violence. Prerequisite: SPAN 102, placement, or consent of the instructor.

230 MEDIEVAL AND GOLDEN AGE SPAIN: LITERATURE, CULTURE, AND SOCIETY HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
I.Burshatn
Introduction to the culture and literature of medieval and early modern Spain: Castilian expansion, religious diversity, and cultural transformations, from the Reconquest to the Habsburgs. This course fulfills the "pre 1898" requirement. Prerequisite: SPAN 102, placement, or consent of the instructor.

235 SPANISH AMERICAN THEATER HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
G.Michelotti
An exploration of various plays produced during the 20th Century in different Latin American countries and the US in the context of major theatrical movements and central themes in Latin American culture and history. The readings will include works by female and male playwrights. When possible, there will be a correlation with films, based on the plays discussed in class. Prerequisite: SPAN 102, placement, or consent of the instructor.

240 LATIN AMERICAN AND IBERIAN CULTURE AND CIVILIZATION HU (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
R.Castillo Sandoval
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.

248 POETRY AND POLITICS IN SPAIN HU (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
I.Burshatn
This course examines the different ways in which poetry and poets are in the "world." Study of the relationships between poetics and power will guide a close reading of works written since 1898: poetry and national renewal after the collapse of empire, avant-garde aesthetics, the Spanish Civil War, and post-war generations (Machado, García Lorca, Cernuda, Hernandez, Fuertes). Prerequisite: SPAN 102, placement, or consent of the instructor.

250 QUIXOTIC NARRATIVES HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
I.Burshatn
Study of Cervantes, Don Quixote and of some of the works of fiction, criticism, philosophy, music, art and film which have drawn from Cervantes’s novel or address its formal and thematic concerns, including self-reflexivity, nation and narration, and constructions of gender, class, and "race" in narrative. Other authors read include Borges, Foucault, Laurence Sterne, Graham Greene, Vladimir Nabokov, and Kathy Acker. Course taught in English. This course fulfills the "pre 1898" requirement.

266 IBERIAN ORIENTALISM AND THE NATION HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES AND AFRICAN AND AFRIKA STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)
I.Burshatn
This course examines cultural production in the frontier cultures of medieval Iberia and the patterns of collaboration and violence among Islamic, Christian, and Jewish communities. Other topics include Christian *reconquest* and the construction of Spanishness as race and nation; foreign depictions of Spain as Europe’s exotic other; internal colonialism and Morisco resistance; contemporary African migrations. Class conducted in English. This course fulfills the "pre 1898" requirement. Prerequisite: Freshman Writing or SPAN 102 or consent.

273 THE INVENTION OF PABLO NERUDA: POETICS AND POLITICS HU
R. Castillo Sandoval
This course deals with the principle works of Pablo Neruda’s long career as a poet. Close readings of his major poems will be accompanied by an examination of the criticism and reception of Neruda’s poetry at different stages of his trajectory. Special attention will be paid to the creation and elaboration of Neruda’s image as a poet, cultural icon, and political figure in Chile and in the Spanish-speaking world. Prerequisite: SPAN 102, placement, or consent of the instructor.

280 INTER-AMERICAN DIALOGUE: CUBA ON MY MIND HU
I. Burshatin, R. Castillo Sandoval
The goal of this course is to foster dialogue and understanding between Americans and Cubans by familiarizing students with the writing, thought, and other cultural expressions of contemporary Cuba. Students write several short papers during the semester (including a travel journal of their trip to Cuba) and submit a final research paper based, in part, on their experiences on the island (the one-week trip to Cuba during spring break is required). Course taught in English. Prerequisite: Application which demonstrates student interest in participating in activities that will facilitate personal one-on-one contacts in Cuba. Offered occasionally.

307 TALLER LITERARIO: WRITING SHORT FICTION IN SPANISH HU
R. Castillo Sandoval
A fiction-writing workshop for students, whose Spanish-writing skills are at an advanced level. The class will be conducted as a combination seminar/workshop, with time devoted to discussion of syllabus readings and student work. The course will focus on essential matters of craft and technique in creative writing (point of view, voice, dialogue, narrative structure, etc.). Principally, we will be concerned with how stories work rather than what they mean. This perspective can prove a useful lens for reconsidering works long accepted as "great", and a practical method for developing individual styles and strategies of writing. Prerequisite: A 200 level course. Please consult instructor regarding prerequisite.

312 INQUIRING MINDS: INQUISITION, WRITING, AND THE EARLY MODERN SUBJECT HU
I. Burshatin
The goal of the course is to examine the impact of the Holy Office on literature and on social and symbolic practices in early modern Spain and the Americas, with comparative study of other inquisitions in medieval Provence and England. Topics of discussion include the construction of heresy as a political act; inquisition as instrument of social control and as mode of rational inquiry; the crafting of subaltern subjects (racial, sexual, and gender minorities) and the surveillance of imperial elites. Texts studied include trial dossiers, literary texts, and historiography. This course fulfills the "pre 1898" requirement. Prerequisite: Spanish 200 level, placement, or consent of instructor.

315 NOVIŚIMA LITERATURA HISPANOAMERICANA HU
Staff
A selection of recent, representative Latin American fiction, examined in light of the transformations in the narrative discourse after the seminal novels of the Latin American "Boom" of the 60’s and 70’s. Prerequisite: A 200-level course or consent of instructor.

320 SPANISH AMERICAN COLONIAL WRITINGS HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBÉRICO STUDIES)
R. Castillo Sandoval
Representative writings from the textual legacy left by Spanish discovery, conquest, and colonization of the New World. Emphasis will be places 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, Gomara, 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. Prerequisite: A 200 level course or consent of instructor.

322 POLITICS OF MEMORY IN LATIN AMERICA HU (CROSS-LISTED IN COMPARATIVE LITERATURE)
A. Gomez Unamuno
This course explores the issue of memory, the narration of political violence and the tension between truth and fiction. A selection of documents, visual archives and documentary films are compared with literary genres including testimonies, 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.
334 GENDER DISSIDENCE IN HISPANIC WRITING HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES AND LATIN AMERICAN AND IBERIAN STUDIES)
I. Burshatin
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: A 200-level course or consent of the instructor.

340 THE MOOR IN SPANISH LITERATURE HU (CROSS-LISTED IN AFRICAN AND AFRI CANA STUDIES AND MIDDLE EAST AND ISLAMIC STUDIES)
I. Burshatin
The discourse concerning Spain’s Muslims and their descendants: the Moor as other (sensual, fanatical or exemplary but flawed) and as a metaphor of power, from the Christian Reconquest and the expulsion of the Moriscos to Juan Goytisolo’s Reivindicación del conde don Julián. This course fulfills the "pre 1898" requirement. Prerequisite: A 200-level course or consent of the instructor.

343 THE LATIN AMERICAN CITY AND ITS NARRATIVES. HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
G. Michelotti
An exploration of how literary and visual arts texts have imagined the Latin American metropolitan space. Students will reflect on the representation of urban communities in Latin American cities such as Buenos Aires, Mexico and Havana among others. Prerequisite: A 200-level course, or consent of the instructor.

350 THE EVOLUTION OF THE DON JUAN MYTH IN THE WESTERN LITERARY TRADITION HU (CROSS-LISTED IN LATIN AMERICAN AND IBERIAN STUDIES)
F. Fernandez Musitu
An examination of the appearance and evolution of the Don Juan myth in the Western literary tradition in different times and cultures. Readings range from the Baroque period to today’s depiction of the this myth in literature, the arts, and the cinema. Prerequisite: At least one 200 level course in Spanish or instructor permission.

352 EVITA AND HER SISTERS HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND GENDER AND SEXUALITY STUDIES AND LATIN AMERICAN AND IBERIAN STUDIES)
G. Michelotti
The representation of female historical and mythical figures in Latin American writings. Women have been writing and written about since the beginning of times in Latin America. It is the intention of this course to explore how the female subject, with an historical and/or mythical presence, is portrayed, manipulated or rewritten by authors and other cultural agents of either gender. Prerequisite: [Prerequisite: A 200-level course or consent of the instructor.

360 LEARNING-TEACHING A FOREIGN LANGUAGE HU (CROSS-LISTED IN EDUCATION)
A. Lopez-Sanchez
This course is designed for the advanced student of Spanish, who is interested in the processes involved in learning a foreign language, and/or contemplating teaching it. Prerequisite: A 200 level course, or consent of the instructor.

365 THE POLITICS OF LANGUAGE IN THE SPANISH-SPEAKING WORLD HU (CROSS-LISTED IN LINGUISTICS)
A. Lopez-Sanchez
The course will explore the relationship between (national) identity and language, and the specific outcomes of (language) policies and educational practices in societies where Spanish is spoken, generally alongside other mother tongues, often as the dominant language, but also in a minority situation. Prerequisite: A 200 level course or consent of instructor.

385 POPULAR CULTURE, CULTURAL IDENTITY AND THE ARTS IN LATIN AMERICAN HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)
R. Castillo Sandoval
This course will examine the interaction among mass, elite, traditional, and indigenous art forms and their relationship with the dynamics of national/cultural identity in Latin America in the 19th and 20th centuries. Among the forms of expression to be studied are oral poetry and narrative, the “folleti/yín” (19th-Century melodramas by installment) to 20th-Century “fotonovelas,” “radionovelas,” and “telenovelas,” broadsides, comics, musical and political movements such as “neo-folklore,” "New Song" and “Nueva Trova,” artistic movements such as Mexican Muralism, popular dance, and the cinema. Prerequisite: A 200-level course or consent of instructor.
390 THE PAST IS NOT A FOREIGN COUNTRY: REPRESENTATION OF DICTATORSHIP, POLITICS, AND MEMORY IN CHILEAN LITERATURE (CROSS-LISTED IN COMPARATIVE LITERATURE)

R. Castillo Sandoval

The representation of dictatorship and politics in Chilean literature and film at key historical moments, beginning with the rise of the Popular Unity government of Salvador Allende (1970-73), continuing through the Pinochet dictatorship (1973-1990) and the so-called transition period from 1990 to the present. Central to our concerns are the relationship between the arts (literature and the cinema, principally) and history, trauma and the limits of representation, the problems of ideology and censorship, the representation of terror and violence, and the way in which writers and filmmakers from various generations, geographical locations, gender, and social class respond to the individual and collective effects of historical events and participate in the task of creating memory and making sense of the present through an assessment of the past. Prerequisite: At least one upper-level course in Spanish. SPAN 240, POLSCI 237, or HIST 209 recommended.

397 THE FICTIONS OF ROBERTO BOLANO AND THE RENEWAL OF THE LATIN AMERICAN NOVEL HU (CROSS-LISTED IN COMPARATIVE LITERATURE AND LATIN AMERICAN AND IBERIAN STUDIES)

R. Castillo Sandoval

This course will explore the transformations in Latin American fiction in the late 20th- and early 19th-Centuries through an extensive examination of the works (essays, poetry, short fiction and novels) by late Chilean author Roberto Bolano (1953-2003). Prerequisite: At least 2 previous courses in Spanish at the 200-level or permission from the instructor.

480 INDEPENDENT STUDY HU

R. Castillo Sandoval

Prerequisite: Consent of the instructor. Offered occasionally.

490 SENIOR DEPARTMENTAL STUDIES HU

R. Castillo Sandoval

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 will be 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. Typically offered every Semester.
**WRITING PROGRAM**

As a vital part of academic study, personal expression, and civic life, writing merits concerted attention in a liberal education. The Writing Program 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 writing and learning cannot be extricated. The Writing Program is affiliated with the Writing Center, and administers the first-year writing seminars.

All first-year students take one of these writing seminars. Taught by faculty from across the College, the seminars explore a particular theme or field of study while emphasizing writing as a means of inquiry, analysis, and persuasion. The courses come in three varieties: WS-D sections adopt the perspective of a particular academic discipline; WS-T sections focus on a given topic; and WS-I sections prepare students who need extra exposure to academic writing. To help students negotiate the demands of academic writing, courses include practice in critical reading, argumentation, style, and editing; they also stress writing as a process, where the first draft is not the last and where feedback from peers becomes crucial in revising.

Students interested in Creative Writing will find these courses listed under the English Department.

**WRITING PROGRAM FACULTY**

Director of College Writing and Assistant Professor of English Debora Sherman

Director of the Writing Center and Assistant Professor of Writing Kristin Lindgren

Professor of History, emeritus, Emma Lapsansky-Werner

Professor of Religion Kenneth Koltin-Fromm

Associate Professor of English Christina Zwarg

Assistant Professor of English Lindsay Reckson

Dean of Multicultural Affairs and Director of the Office of Multicultural Affairs and Visiting Assistant Professor of Writing Theresa Tensuan

Research Librarian of Modern Languages and Literature and Visiting Assistant Professor of Writing Jeremiah Mercurio

Visiting Professor of Writing and Independent College Programs Carol Schilling

Visiting Associate Professor of English Barbara Riebling

Visiting Assistant Professor of English Ashly Bennett

Visiting Assistant Professor of English Asali Solomon

Visiting Assistant Professor of English and Writing Tom Devaney

Visiting Assistant Professor and Postdoctoral Fellow in Visual Culture John Muse

Visiting Assistant Professor of Writing Joseph Benatov

Visiting Assistant Professor of Writing and Fellow in the Writing Program Paul Farber

Visiting Lecturer in Writing and Fellow in the Writing Program Tyler Bradway

Visiting Lecturer in Writing Ross Lerner

Visiting Lecturer in Writing Barbara Hall

**WRITING PROGRAM COURSES**

**104 AMERICAN DREAMS: ETHNOGRAPHIC PERSPECTIVES ON THE US SO**

*B. Hall*

A first-semester course with individual tutorials that prepares students for a second-semester topical or discipline-based writing seminar. While most people would agree that the United States is a diverse country in many ways, this course asks the question: what does American diversity really mean? In particular, what does it mean to be an American when the United States includes people of so many different ethnic, racial, religious, and socioeconomic groups, such varying lifestyles, and such divergent political opinions? What, we will ask, are some of the different ways to be American, and what, if anything, do they have in common? What separates and unifies a nation with so many different kinds of American dreams? This course will offer students opportunities to explore various ways of being American through an ethnographic exploration of various American subcultural groups. While this course will focus primarily on helping students to master various aspects of academic writing at the college level, we will also contextualize our ethnographic reading by learning about ethnographic research methods, and will have the opportunity use these methods as well. *Prerequisite:* Open only to first-year students as assigned by the Director of College Writing.

**105 PERSPECTIVES ON KINSHIP AND THE FAMILY IN THE CONTEMPORARY UNITED STATES**

*B. Hall*

Using the anthropological study of kinship as a foundation, this course will analyze kinship and the family in the United States from multiple academic perspectives. We will consider the ways in which these biogenetic ties both increasingly rely on and are challenged by reproductive technologies like in-vitro fertilization and explore the challenges to Schneider’s assertion formed by contemporary transracial adoption practices. We will also examine the ways in which variation in socioeconomic class, culture, race, and religion may affect the experience of American kinship, including analyses of shifting means of cultural reproduction within immigrant families and the role kinship and parenting practices have in reproducing educational and academic advantage.
across generations. Prerequisite: Open only to first-year students as assigned by the Director of College writing. (Satisfies the first year writing requirement.)

109 PERSPECTIVES ON IMMIGRATION AND EDUCATION IN THE UNITED STATES SO

B. Hall

The primary goal of this course is to challenge students as academic readers, writers and thinkers while providing support for continuous growth. We will immerse ourselves in the historical, social, cultural, political, linguistic, and various other contexts of immigration to the United States, with a focus on salient issues relating to K-12 public education. What kinds of experiences, we will ask, have immigrant students had in American schools in the past century? Have schools served this population well? How are schooling and citizenship related? Does public education facilitate or hinder immigrant students in attaining the American dream of success and fortune? How do various kinds of educational practice (like bilingual education, English as a Second Language instruction, and contemporary multicultural education) marginalize or empower immigrant students? Readings for the course will include a wide variety of perspectives on these issues, and to that end will include academic articles, ethnographic texts, autobiographical writing, and fiction. Prerequisite: Open only to first-year students as assigned by the Director of College Writing.

118 PORTRAITS OF DISABILITY AND DIFFERENCE HU

K. 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? What strategies do writers and artists employ to represent invisible disability and interior bodily space? How do portraits of disability engage differences of gender, race, and class? Through close readings of essays, memoirs, paintings, and photographs, students will hone their descriptive and interpretive skills and develop their ability to craft clear and persuasive arguments. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

120 EVOLUTIONARY ARGUMENTS HU

C. Schilling

When Darwin somewhat humbly prophesized at the end of The Origin of Species, "In the distant future I see open fields for far more important researches," he was thinking about research into the past. "Light will be thrown," he added, "on the origin of man and his history." While that prediction has come true, other research that follows his theory of selection has focused on the future, one shaped by efforts to directly control the human genome. In this seminar, we will read and debate recent arguments by bioethicists about the ethics of genetic manipulations and follow those arguments into such works of the imagination as the film GATTACA and Kenny Fries's memoir, The History of My Shoes and the Evolution of Darwin's Theory. Along the way, we'll pause to learn about the eugenic movement of the past and cultural understandings of human perfection, normalcy, and disability. We'll question the formal structures of the arguments, their definitions of key terms like natural, and the assumptions they make about human relationships, aspirations, and worth. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

124 WRITING AND THE SENSES HU

T. Devaney

"What I am trying to translate," Cezanne said, "is more mysterious; it is enwined in the very roots of being." Reading our senses requires interpretation. What do the senses teach us about ourselves? How do they help us understand who we are in our sense-saturated world? How do the senses simultaneously inform each other? What ongoing problems do they pose and which do they help us resolve? Writing and the Senses is a course that will help you to become a more effective and sophisticated writer using the five senses as a focus. The mode of the class is close reading and the analysis of text combined with the exploration of how our sense-data provides insight into the cognitive, biological, and spiritual aspects of our human nature. The seminar is designed to sharpen and broaden your senses and sensibilities via expository writing. Readings include selections from Flash: A Biography by Virginia Woolf, Letters on Cezanne by Rainer Maria Rilke, Proust Was a Neuroscientist by Jonah Lehrer, Musicophilia: Tales of Music and the Brain by Oliver Sacks, and How to Cook a Wolf by M.F.K. Fisher. The class will also have the opportunity to take a field trip to The Barnes Foundation. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

141 THE FUTURE OF THE BOOK IN THE DIGITAL AGE HU

J. Mercurio

Jeff Jarvis bluntly declared in 2005: "Print is where words go to die," asserting that the dynamism and hypertextuality of digital media render books and other print formats obsolete. On the other hand, John Updike and Nicholson Baker argue that print crucially safeguards the individuality of the author's voice and the survival of the text. This seminar will engage the debate by exploring what the book represents today, both as a means of communication and as a physical artifact, while seeking to envision the future of books and e-books from the perspective of
its readers, authors, publishers, printers, illustrators, and conservators. We’ll start by placing the current digital revolution against the backdrop of revolutions and evolutions in the methods of textual transmission from ancient papyri to the printing press to early experiments in print hypertextuality. With this new appreciation of prior upheavals, we’ll ask whether the print-versus-digital debate represents a false dichotomy, or whether the shift to digital media signals a fundamental transformation in how society organizes and transmits information. To find our answers, we will explore several fascinating textual experiments that illustrate the limitations and possibilities of physical and digital books such texts as Frans Masereel’s novel in woodcuts *Mon Livre d’Heures*, Italo Calvino’s recursive novel *If on a Winter’s Night a Traveler*, Kate Pullinger and Chris Joseph’s interactive digital narrative *Intimate Alice*, and Vladimir Nabokov’s re-arrangeable narrative *The Original of Laura*. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

**148 INNOVATION, REBELLION AND DISSENT HU**

*J. Benauz*

What motivates people to rebel? This course examines the notions of originality and dissent from both a social and an aesthetic perspective. Our readings and analyses during the semester will demonstrate that there is no clear-cut separation between these two spheres and that artistic and social idiosyncrasy are mutually constitutive elements. Readings include: Herman Melville, *Bartleby, the Scrivener*; Jorge Luis Borges, *Tl’n, Ufoar*, *Orbis Terrarum*; Philip Roth, *The Conversion of the Jews*, *Ell the Fanatic*; J.D. Salinger, *A Perfect Day for Bananafish*, *Toddy*, *Ken Kesey, One Flew Over the Cuckoo’s Nest*, *Pulp Fiction*, *Dir. Quentin Tarantino: Adaptation*, *Dir. Spike Jonze*; Italo Calvino, *If on a Winter’s Night a Traveler*. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

**150 INTRODUCTION TO LITERARY ANALYSIS HU (CROSS-LISTED IN ENGLISH)**

*B. Richling*

Prerequisite: Open only to members of the first-year class as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

**155 DRAWING THE LINE: AUTOBIOGRAPHY AS GRAPHIC NARRATIVE HU**

*T. Tennant*

In this course we will read a range of graphic novels that play out different modes of narrating one’s own life, from origin stories rivaling those of DC or Marvel superheroes, to war reportage as problematic witness. Comics invite us into the “gutter” (the formal term for the space between panels), and so reframe our vision as they draw upon visual iconographies that encode as well as subvert cultural norms. We will investigate the ways in which different works cast authoritative voice and experience, even as we attend to rhetorical constructions of gender, class, race, and national identity. Students in this course will also work closely with visiting resident artist Pato Hebert, whose own work explores graphic novels as sites of transformative practice. Comics help us to see the world differently, and Hebert’s artistry, together with the exposure to graphic novels in this course, offer new vistas of envisioning one’s own life story. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

**156 GOOD GUYS & GAL$! QUAKER IMAGERY IN FICTION HU**

*E. Lapansky*

What have been the literary “uses” of Quaker ideas and images in fiction? How have these changed over time? Fiction-writers often use codified images such as Biblical characters, landscapes, serpents or other animals, in order to promote a certain mood or subtext in their readers’ minds. And religion is often the overt or hidden agenda for fiction-writers—with the “journey” through life, its concomitant challenges, and the conquest of those challenges bringing the reader to a dramatic conclusion. But Quakers, so few in number (only a few hundred thousand of us in the entire world!), don’t show up in fiction very often. This is partly because early Quakers banned the writing and reading of fiction. Yet, as early as 1810, Quakers DO appear in fiction—both as authors and characters. Here on the Haverford campus, with its Quaker heritage and traditions, is housed perhaps the largest collection of “Quaker” novels anywhere in the world—fiction by or about Quakers, often populated with characters whose “Quakerness” is designed to evoke a certain mood, message, or subtext. For some authors, Quakers became stand-ins for virtue. For others, the Quaker image is of the troublemaker, the nay-sayer, the haughty, unbending zealot. In this course we will read excerpts from an array of Quaker fiction. Then, through class discussions, written essays, and through considering each others’ writing, students will explore how commentators have interpreted the meaning of “Quakerness” in literature.” Though this is not a “history” course per se, students will emerge from the course with sharpened skills in historical inquiry and research. Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

**157 THE POLITICS AND POETICS OF PUNISHMENT HU**

*R. Lerner*

Though a nation founded on the principles of freedom, the United States incarcerates more people (both per capita and in total) than any other country in the world, past or present. Why does our society punish? What are the goals of punishment and what are the mechanisms by which punishment seeks or fails to achieve these goals? This seminar begins with an attempt to come to terms with how and why mass incarceration has taken its current form in the US; we
will read works from thinkers such as Michelle Alexander, Bernard Harcourt, Loïc Wacquant, Ruth Wilson Gilmore, Elaine Scarry, and Michel Foucault. We will think about how incarceration works to form and deform both body and mind and, in its self-proclaimed capacity to effect social death and individual rebirth, examine the religious origins of our modern ideas of punishment. The second section of this course will be dedicated to representations of guilt and punishment in literature, philosophy and film: excerpts from Plato and Nietzsche; narratives of civil disobedience from Thoreau; poems by Emily Dickinson; Alfred Hitchcock’s The Wrong Man. We will also read great works written by incarcerated thinkers, such as Antonio Gramsci, Malcolm X, Etheridge Knight, and Angela Davis. The second half of the course will allow us to ask how artistic representations of guilt and punishment offer us a different vocabulary for analyzing how punishment is alternatively represented and hidden from view, everywhere visible and yet naturalized to the point where it is barely thought about. Collectively, we will work to develop strategies for reading and viewing texts from different fields closely, and learn to write about the issues they address with nuance and sophistication.

Prerequisite: Open only to First-Year Students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

158 USER GENERATED CONTENT: POPULAR CULTURE IN A DIGITAL WORLD

T. Broadway

The slogan for YouTube ("Broadcast Yourself") encapsulates the contradictory promises of digital popular culture. Digital culture offers inexpensive technologies for users to share creative productions with the entire world. Indeed, many of us already broadcast ourselves, uploading pictures, films, and status updates by the minute. Yet platforms such as YouTube, Facebook, and Twitter license and, in some cases, own our creations; they need unpaid users to keep generating content if they want to profit. Taking this tension as our cue, this seminar will analyze how digital media is changing the meaning of popular culture. If “popular culture” once signified a homogenous mass culture, cranked out by media conglomerates, how does digital media alter the definition of popular culture? Does our active participation in a digital popular culture truly signal a new frontier for democracy, as many people claim? How does user generated content alter the divisions that once shaped our understanding of popular culture, such as highbrow/browbrow, producer/consumer, and public/private, and what new divisions does digital media create? We will explore these questions through close readings of critical essays, popular articles, and a wide array of digital popular culture, which may include works by Mark Dîmielewski, Caterina Davinio, Katherine Hayles, Michael Joyce, Robert Rodriguez, Stephen Soderberg, and Stephanie Strickland. In the process, students will learn to analyze and connect diverse texts to generate new insights in their own critical writing.

Prerequisite: Open only to First-Year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

159 MEMORY, MONUMENTS, AND URBAN SPACE

P. Farber

Whether as statues, walls, plaques, parks, or other commemorative structures, monuments and memorials are regular features of urban topography. Such “sites of memory” not only instruct us about significant events of the past, but do so in the space and time of the present. And yet, the historical memory of cities is also made legible through other modes of cultural expression and inscription – including literature, photography, graffiti, music, and street performance. Cycles of urban de-industrialization and renewal since the 1970s, as well as legacies of conflict and inequality, have exacerbated the need for alternate forms of commemoration. Increasingly, digital apps and websites increase access to elusive physical layers of memory, while reinforcing the loss associated with historical change. Collectively, sites of memory remind us that cities are places where we simultaneously innovate toward progress and attempt to heal trauma of the past. In this writing course, we will explore literary, cultural, and architectural approaches to urban historical memory. We will look to officially sanctioned monuments as well as countercultural expressions of memory to study the cultural life of cities. We will focus primarily on the period between 1968 and the present, considering the roles of race, gender, sexuality, and class in debates about cultural memory in such ongoing matters of historical reflection as the assassination of Martin Luther King, the Vietnam War, the War on Drugs, the MOVE bombing, the AIDS epidemic, and 9/11. In addition to regular writing assignments, we will take several field trips to sites of memory in Philadelphia, with the city serving as one of our primary sources for this course.

Prerequisite: Open only to First-Year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

160 BORDERS, WALLS AND BRIDGES: CULTURAL APPROACHES TO DIVIDED CITIES

P. Farber

Urban spaces are sites of dynamic connection, but may also be defined by their established boundaries. Walls and fences are just some of the forms of demarcation; legacies of inequality also forcefully structure cities. From Berlin to Birmingham, modern history is rife with examples of urban segregation that is both architecturally built and socially inscribed. The daily life of a city includes zones of separation influenced by race, gender, sexuality, and class, while interaction across and within transnational cultural spaces remaps our understandings of global borders. Further, the expanding prison industrial complex is another prominent example of internal division in which narratives of freedom and repression are jointly expressed. But even with histories of struggle, cities continue to be ideal locales from which to transform communities, where individuals can work across lines
of difference and pursue collective grassroots projects. Digital tools designed for cityscapes also offer new ways to explore and revise legacies of division. This writing course will approach the topic of divided cities through a range of interdisciplinary cultural approaches and comparative 20th- and 21st-century case studies. Our course readings include selections from such works as Carl Nightengale’s Segregation: A World History of Divided Cities, Teresa Caldeira’s City of Walls, Ruth Gilmore’s Golden Gulag, Michael Katz’s Why Don’t American Cities Burn, and Peter Schneider’s Wall Jumper. In addition to regular writing assignments, our class will take several class field trips to sites in Philadelphia, with the city serving as one of our primary sources for this course.

Prerequisite: Open only to First-Year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

161 WRITTEN ON THE BODY: NARRATIVE & THE CONSTRUCTION OF CONTEMPORARY SEXUALITY HU
T. Bradway
Prerequisite: Open only to First-Year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

480 INDEPENDENT STUDY HU

OTHER COURSES (NOT PART OF THE MAJOR TRACK)

122 Writing in Public Health NA (Cross-listed in Biology)
J. Owen
Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.) Does not count toward the major.

COURSES AT BRYN MAWR

(These courses do not fulfill the writing requirement of Haverford College but are open to Haverford students as space is available.)

English 125 Writing Workshop

English 126 Writing Workshop for Non-Native Speakers of English

English 220 Writing in Theory/Writing in Practice: The Study of the Teaching of Writing (Also listed as Education 220)
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FACULTY

PRESIDENT AND PROVOST
Daniel H. Weiss, President and Professor of Independent College Programs
B.A., The George Washington University; M.A., Johns Hopkins University; M.B.A., Yale School of Management; Ph.D., Johns Hopkins University

Kimberly W. Benston, Interim Provost and Francis B. Gummere Professor of English
B.A., M.A., M.Phil., and Ph.D., Yale University

EMERITI
Thomas A. Benham, Professor of Engineering, Emeritus
B.S. and M.S., Haverford College

R. Christopher Cairns, Professor of Fine Arts, Emeritus
B.A., Oberlin College; M.F.A., Tulane University

John R. Cary, Professor of German, Emeritus
B.A., Haverford College; Ph.D., The Johns Hopkins University

William C. Davidon, Professor of Mathematics, Emeritus
B.S., M.S. and Ph.D., University of Chicago

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The College’s regular teaching faculty is supplemented annually by as many as one hundred scholars, artists, scientists and outstanding representatives of other fields who are invited as part of Haverford’s Distinguished Visitors Program. Some may stay only a few hours, but most remain for a few days, or they may even conduct courses for an entire semester.

A typical visitor might give one or more public lectures, lunch with professional colleagues on the faculty, participate in a seminar or dine with student majors from Haverford and Bryn Mawr at the home of a department chairperson.

The following is a list of funds at Haverford that support Distinguished Visitors:

- Mary Farnum Brown Library Fund
- Emily Judson Baugh Gest and John Marshall Gest Fund
- Louis Green Visitors in Religious Thought
- John F. Gummere 1922 Fund for Humanities Visitors
- House Fund for Distinguished Visiting Artists and Critics
- David Levin Fund
- Lincoln Foundation Fund for Humanities
- Alan R. Morse Fund
- William Pyle Philips Fund
- Quaker Visitor Fund
- William Gibbons Rhoads Fund
- Scholars in the Humanities Fund
- Thomas Shipley Fund
- J. Stogdell Stokes Fund
- Ellis T. Williams Memorial Fund
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